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ABSTRACT

Alumnae of Alverno College were studied to determine how they were learning to learn at work, how they describe lifelong learning, and what factors promote transfer of learning to professional performance and careering after college. Interviews were conducted with 32 alumnae, and questionnaires were administered to 56 alumnae and 63 seniors. Interview analysis indicated that continuation of learning was a positive value, was part of developing competence in the job role, and was valued as intrinsically rewarding. Complex abilities especially important for new job roles were interpersonal abilities learned in college. Reasoning abilities such as analysis, problem-solving, decision-making, planning, and organization also transferred to work. Most respondents viewed work through some concept of careering, looking beyond the present job to a professional future. The cross-sectional questionnaire results revealed that seniors expect to work after college; 96 percent of alumnae sought work, 92 percent succeeded, and 89 percent found work directly related to their college major. Alumnae attributed more importance to educational goals than did graduating seniors. Older alumnae viewed analysis and self-directed learning as more important than did other groups. The study instruments are appended. (Author/SW)

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CAREERING AFTER COLLEGE: PERSPECTIVES ON LIFELONG LEARNING AND CAREER DEVELOPMENT

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Office of Research & Evaluation
ALVERNO COLLEGE

FINAL REPORT TO THE NATIONAL INSTITUTE OF EDUCATION: RESEARCH REPORT NUMBER EIGHT

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An overview and rationale for our approach to the study of college outcomes, and a summary of the results from the following series of ten research reports, are found in:

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Research Reports:

One: Friedman, M., Mentkowski, M., Earley, M., Loacker, G., & Diez, M. Validating Assessment Techniques in an Outcome-Centered Liberal Arts Curriculum: Valuing and Communications Generic Instrument, 1980.

Two: Friedman, M., Mentkowski, M., Deutsch, B., Shovar, M.N., & Allen, Z. Validating Assessment Techniques in an Outcome-Centered Liberal Arts Curriculum: Social Interaction Generic Instrument, 1982.

Three: Assessment Committee/Office of Research and Evaluation. Validating Assessment Techniques in an Outcome-Centered Liberal Arts Curriculum: Insights From the Evaluation and Revision Process, 1980.

Four: Assessment Committee/Office of Research and Evaluation. Validating Assessment Techniques in an Outcome-Centered Liberal Arts Curriculum: Integrated Competence Seminar, 1982.

Five: Assessment Committee/Office of Research and Evaluation. Validating Assessment Techniques in an Outcome-Centered Liberal Arts Curriculum: Six Performance Characteristics Rating, 1983.

Six: Mentkowski, M., & Strait, M. A Longitudinal Study of Student Change in Cognitive Development and Generic Abilities in an Outcome-Centered Liberal Arts Curriculum, 1983.

Seven: Much, N., & Mentkowski, M. Student Perspectives on Liberal Learning at Alverno College: Justifying Learning as Relevant to Performance in Personal and Professional Roles, 1982.

Eight: Mentkowski, M., Much, N., & Giencke-Holl, L. Careering After College: Perspectives on Lifelong Learning and Career Development, 1983.

Nine: Mentkowski, M., DeBack, V., Bishop, J., Allen, Z., & Blanton, B. Developing a Professional Competence Model for Nursing Education, 1980.

Ten: Mentkowski, M., O'Brien, K., McEachern, W., & Fowler, D. Developing a Professional Competence Model for Management Education, 1982.

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ABSTRACT

This initial study of alumnae from Alverno's outcome-centered curriculum asked four questions: How are alumnae learning to learn at work, and do they describe lifelong learning? What abilities and processes enable transfer of learning to professional performance and careering after college? What are alumnae perspectives on careering and professional development? How do the expectations of students and realizations of alumnae compare? We conducted followup interviews with 32 alumnae, and administered a questionnaire to 56; 63 seniors also completed the questionnaire.

Interview analysis indicated that continuation of learning is a positive value, is part of developing competence in the job role, and is valued as intrinsically rewarding, which motivates career development and job choice. Learning on the job is based on abilities, including those learned in college. Complex abilities especially important for new job roles are interpersonal abilities learned in college. They were strongly emphasized among both younger and older women and across all professional groups, as an important foundation for both performance and continued learning. Reasoning abilities such as analysis, problem solving, decision making, planning and organization also transfer to work. These abilities are integrated and overlapping in practical role performance. Learning on the job, apart from additional technical learning, involves further development of major abilities and their integration and adaptation in relation to work contexts. Learning how to adapt abilities involves a process of applying judgment and abilities in action, getting feedback and adjusting accordingly. Learning to learn means discovering how to derive from an environment and experience what one needs to know to adapt one's abilities. Most women viewed work through some concept of careering, looking beyond the present job to a professional future. Professional ideals were important in relating to work. Older women had a specific direction to long range career goals; younger women were more immediately focused on development of competence in their present jobs. Career satisfaction was strongly related to experiencing competence on the job. Satisfaction with ability to do a job well is fundamental for careering. A feeling of persistent inadequate performance of the job role led to change of jobs or career. Such changes re-established a feeling of professional competence. Work satisfaction involved job enjoyment, a sense of relaxation and being comfortable with work; and progress. All women had strategies for career progress, but older women had more complex and long range career strategies than younger women, who focused more on excellence now.

The cross-sectional questionnaire study found that seniors expect to work after college; 96 percent of alumnae sought work, 92 percent succeeded, 89 percent found work directly related to their major. These women had more professional positions than their mothers. Seniors had higher career expectations than alumnae were able to realize after two years, but alumnae rated satisfaction with a first position and potential for advancement as above average. Alumnae show more positive attitudes toward college learning after two years than seniors; both rated it above average. Forty-one percent of alumnae reported additional education; 56 percent said they planned more. Alumnae attribute more importance to educational goals than graduating seniors; both said they achieved their important career and personal goals. Older alumnae view analysis and self-directed learning as more important than do other groups. Potential for advancement is powerful in determining career satisfaction.

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We express our deep appreciation to the Alverno alumnae who shared their perspectives with us two years after graduating. The Alumnae Office helped make this follow-up study possible.

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James M. Bishop assisted in instrument design and data collection; Deborah Fowler contributed to the qualitative and quantitative data analysis. Donna Siekert kept records. Eunice Monroe served as data manager. The quality and persistence with which they approached their work was a continuing inspiration to ours.

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INTRODUCTION

This paper describes our studies to date of alumnae perceptions of college learning experiences and outcomes, and their relation to careering experiences after college (Mentkowski & Doherty, 1983). The studies were conducted with members of the Alverno College 1978 graduating class, two years after graduation. This class as a whole had participated as seniors in a cross-sectional and longitudinal study of student change on cognitive development, learning styles and generic abilities (Mentkowski & Strait, 1983). A subsample of this group participated in the interview studies (Much & Mentkowski, 1982).

The first two sections of this paper report interview studies with the same interview subsample of these graduates as two year alumnae. The first looks at how alumnae describe learning on the job and abilities that contribute to independent learning in the work setting. The report describes what alumnae told us about "on-the-job" learning after college: what these women had had to learn, what kinds of skills and abilities contributed to learning on the job, and how learning at work was different from learning in college. The second section looks at careering and professional development during the first two years of work. It concerns career experiences as goal directed activity: what career expectations did these women have, what satisfactions and disappointments had they experienced, and what kinds of plans and strategies had they developed for reaching their goals? A third section reports the results of a questionnaire study concerning the career expectations and realizations of two-year alumnae, their career, educational and other life values, and compares these with the values and expectations of a comparable group of seniors from the class of 1980. The study compares the career expectations and realizations of alumnae with the expectations of graduating seniors and looks at how each group evaluates aspects of college experience.

The interview studies were conducted with thirty-two alumnae from the 1978 graduating class. Alverno is a women's college, so all study participants are women. These women were interviewed two years after graduation about their work experiences with the Alverno Alumna Perspectives Interview (Mentkowski & Much, 1980). The questionnaire was returned by 89 percent (n = 56) of the two-year alumnae, and completed by 63 students from the concurrent 1980 graduating class at Alverno.

SECTION I:
LEARNING TO LEARN AND LIFELONG LEARNING

It is our expectation that Alverno graduates continue to have significant learning experiences after college. The work setting provides major demands and opportunities for continued learning, but learning experiences occur in other areas of life as well (e.g. child rearing and marriage). From our interviews, we know that Alverno graduates are themselves aware of continued learning, pointing out many learning experiences in their work and leisure activities. We are interested in examining the processes by which learning occurs after college, and especially in the contribution of the Alverno education to lifelong learning and the ongoing relationship of the college experience to continued development of the learning process. This interview sample included twenty-five alumnae who had been traditional age college students and seven older nontraditional age students (aged 23-50 at graduation). The interview sample breakdown by major profession is as follows:

Nursing	12
Teaching	10
Business/Management	7
Music Therapy	2
Civil Service	1

One teacher left teaching for office work after her first year. Six of the teachers majored in music education, and the person in civil service graduated as a music education major. The seven older women in the interview sample are those who majored in Business/Management and who are employed in managerial positions in business and industry. One graduated as a math major, and is now employed in management.

Generally speaking, we find that the continuation of learning has become a positive value for the Alverno alumnae. They speak of the importance of learning as "part of life," "part of my job" or "part of the person I am." Learning experiences are both recognized and sought. Some women seem to find opportunities for learning everywhere.

Jean Marie, a young teacher, expresses this point of view.

> Now I know that every day I'm learning because there's always a different situation that might come up in a classroom or something. You can never predict what kids are going to do so it's a constant learning process ... I don't think that's ever going to change as long as I stay in the teaching profession. I think that you have to keep on learning ... I think learning is an important part of the whole living process. You have to keep on learning, be it through your everyday experiences or through special workshops or classes.

Others, who may have a less pervasive view of learning, nevertheless recognize it as a crucial part of developing their job role. Mae, another young teacher reports:

> I'm still learning what to use and I'm trying new things every year to see what's going to work. I don't think I'll ever stop learning. If the year comes where I say this is how I'm going to teach for the rest of my life I think I'll quit for awhile because you just can't stop somewhere.

Megan, an older woman in management, has a similar viewpoint. Asked in what ways learning is still a part of what she does, Megan answers:

> It's a big part of what I do. Because in the job that I have, when I started it, everything was new to me. I had to learn blueprint reading. I had to learn machine operations. I had to learn what it was like to work with people, blue collar workers. ... I learned a lot since then and I am still learning. I don't think anybody ever stops learning....

Generally speaking, then, continued learning is viewed as a necessary part of developing oneself within one's job role. Many women, however, also value continued learning as an intrinsic interest. They seek opportunities to continue learning, within the job setting or outside of it. Celeste, an older graduate in management, tells us:

> I like learning new things so I think it will always be part of what I do. There isn't going to be a time when I don't put myself in a place to learn something. I get very bored fast if I am not learning something ... and two years from now if they don't move me out of this job I won't stay because I don't think that I will expand anymore than two years in this job. The learning ... will start tapering off. ... I would consider going to another company ... because I can not be stagnant in learning.

Celeste also shares Megan's perspectives.

> I am going to learn as much as I can in the place I am now. I will absorb everything that comes my way. In fact I drive people nuts asking questions sometimes. They thought I was really crazy when I first got there because I took the computer manual and read through the whole manual ... nobody ever read the thing. ... It is just part of my curiosity. I once spent days paging through this thing to learn all this stuff, and I took it home with me. They thought that was really strange. There is going to be a point where I can't learn much more there. If it comes to that ... I will consider, for the learning process sake, going into something else.

Hazel, a young nurse, expresses a similar viewpoint.

> Well it's continuous because you learn something every day. So you seek out different challenges, like different types of patients, the types of patients you've never taken care of before. Otherwise you get bored, you need the challenges once in awhile. So it is there and I sometimes find myself seeking it out. Like changing, going to a different area on the floor because there's an interesting patient there.

It is not unusual for either the younger or the older women in our sample to say that they will eventually change jobs or career directions if they run out of opportunities for significant learning in their present jobs. Continued learning is valued as an intrinsic interest, one which motivates career development including job choice. Women also express an interest in learning as a leisure time and social activity, and as a means of personal development. Nicholette, a young teacher, tells us:

> I guess I like to learn about new things. I feel that I'm expanding my mind a little bit to new ideas and new things. If I go somewhere with a group of people ... and I get into a discussion with somebody I can discuss things in an intelligent manner and not stand there when they mention something and not know what they're speaking about. So I think that is what I try to do, through reading and being aware of world issues and current affairs, going to movies and watching things on television.

Erin, another young teacher, describes how learning through observation in social settings contributes to her personal development.

> I enjoy very much hearing of the way other people live, the way that they express themselves. That helps me because I am not the type of person ... who communicates very easily in an informal situation. To watch a person who is a very good socializer. ... To observe what types of behaviors they use, what types of expressions they use. That's learning. I'm very interested in observing the types of things that go on.

While it is apparent that the women in our sample are aware of and enjoy learning experiences outside the work setting and relate those to social rather than professional development, most of the information we have about continued learning pertains to the experiences of these women in the work setting. Therefore we address our questions primarily to the development of continued learning in the work role.

Learning on the job is, of course, based on the knowledge and abilities a woman already possesses, including what she has learned in college. The transfer of certain abilities to the work setting enables her both to perform her job role and to continue learning within that role. One of our interests has been to determine which kinds of abilities seemed most significant for these women in taking on their new job roles and in continuing learning within these roles. We found that several major categories of complex abilities were extremely important. The first was interpersonal abilities. These abilities are very strongly emphasized among both younger and older women and in all professional groups. These women identify interpersonal abilities as a complex set of interrelated skills. Asked in what specific ways her college education was relevant to her work goals, Hillary, a young nurse, answered:

> I think that in what I've chosen to do I'm going to be meeting a lot of different people. I'll have to know how to communicate with them. I think that is very important and Alverno definitely did teach me or brought out in me that communication is not only speaking but listening. They are very important and interrelated. Also valuing, I have to know my own values and respect other people's values because I'm definitely going to meet different people with different values and I'll have to respect them for that as well as they respect me for my values.

Hillary tells us how interpersonal skills are important for functioning in a nurse's role. Andrea, another young nurse, explains how interpersonal skills are important for learning more about her job and developing her job role. Asked what abilities were most important in taking on her new job after college, Andrea gave the following report:

> Social interaction, communication, not just standing behind and watching but opening your mouth when you had questions, being aggressive and assertive, definitely. ... I feel very assertive at this point. At first I was afraid to ask doctors questions because I thought my questions were dumb but I don't feel that anymore ... if I have a question or if they wrote something I don't agree with ... I'll speak up. I guess social interaction is the main thing, your communication skills ... primarily because you're more successful with your decision-making. I've been around too many nurses who don't open their mouths and I've seen the results of that, and people that speak up too much and the problems they've had.

Rebecca, a young revenue officer (originally trained as a teacher) also found her interpersonal abilities critical to performing her job. She felt the most important abilities for obtaining her new job as well as performing it, were interpersonal.

> Speaking, communicating because that's basically what my job is. The revenue officer position is a meet and deal position. When they interview you the major point they're looking for is how you react to the specific people. They'll even play roles with you and try to get you upset, just see how you're going to react. ... The revenue officer's position is one where you have to be able to work with people because you have got to somehow win their cooperation.

Some of the older women in our sample tell us that interpersonal abilities, in addition to being requisite for job role performance, play an important part in careering strategy. In other words such abilities are needed for cultivating relationships that will ultimately support one's position and plans for advancement. Megan, a manager in manufacturing, asked which of her abilities she values most, tells us:

> My interpersonal skills ... I enjoy being able to interact with any level of management or any level of work force. I get along ... well with the people who work for me as far as getting the jobs done and being able to talk with them and find out what they are doing at home, what kinds of things they would like to be doing at work, where they would like to be going a year from now ... doing the same thing with the vice presidents in the company that I come into contact with periodically. ... I am proud of having that capability of conversing with any level of the organization.

Marjorie, another of the older managers, tells us:

> ... I have been gradually learning how to use my small group theories and relate them to the strategies that men use because I am dealing with all male staff people. I am the only woman on the executive staff, all the rest are male. They strategize over the simplest things such as maybe who's going to go on coffee break. ... I would say that's something I'm working on all the time. I think I'm making strides because I know when I have established rapport with the department head and when I can accomplish something with him ... I've learned how to back off a little bit. I've learned how to pick up on those signals and back off a little bit and wait awhile and maybe develop another round-about route.

Notice how Marjorie describes using the knowledge ("small group theories") and skills she already has toward continued development of her abilities in relation to a new context ("dealing with all male staff people"). The abilities transferred to the work setting are not quite sufficient for solving the problems inherent in the social environment, but they serve as a foundation for observations and trials which allow Marjorie eventually to discover the optimal approach. More will be said later about this process of adapting abilities to new contexts. It is a major mode of learning in the work setting.

A second major category of abilities that transfer to the work setting might broadly be called "reasoning" abilities. These include analysis, problem-solving, decision-making, planning and organizational abilities. Like interpersonal abilities they are complex sets of interrelated skills. We should also point out that interpersonal and reasoning skills are often interrelated and overlapping. Recall for example, what Andrea told us; it is important for a nurse to skillfully question doctors and others because "You're more successful with your decision-making." Elsewhere Andrea emphasizes the interrelationship of personal and reasoning skills for managing the crises that come up day to day in nursing.

> They (Alverno Faculty) kept telling us over and over that when you get out you're going to find that you need communication skills, you need problem solving skills to just make it through or be successful in your everyday interactions with people. I can really see that that's true because I have different skills than the other people do. There's a crisis on the floor and some of my peers will not know what to do and I do. ... You need interaction skills, you need to know how to problem solve, because I found that I don't panic in those situations.

Asked for an example of a situation in which she used those abilities, Andrea told this story:

> It was an incident of some tests that were ordered the night before and they had specific preps ... I was more or less in charge. The doctor came in and he was steaming because the nurse the night before elected not to give the prep because the person was nauseated ... She did not call the doctor or let anyone know that she didn't give it ... He (the doctor) wanted to talk to the person in charge. Well, the nurse that was taking care of that person that day didn't know what to do. She just came to me and said 'The doctor is upset, what am I going to do?' I started asking probing questions to find out more data ... when did it happen, what did the nurse chart, etc. I told him that we would get to the bottom of it ... The nurse that happened to do it was a pool nurse. I said, 'We'll contact her agency and something will be written up on this, there will be an incident report written up' ... I called the supervisor ... and she got right on the phone and contacted the agency. She called me back ... and I said 'Will you come up here and document this?' ... We got all that done before (the doctor) left the floor. We stuck (the report) in front of the chart and he signed what he wanted to sign. It was just one incident where no one was really in charge on the floor. The person what had the patient for the day didn't know how to handle it.

In this incident Andrea tells us how she combined interpersonal skills (with the doctor, and the supervisor) and problem-solving abilities (deciding what ought to be done) to manage a crisis. Interpersonal skills are often a crucial part of the decision-making process in work settings. At the same time, reasoning skills are a part of interpersonal abilities. Recall what Hillary, another young nurse said: "I have to know my own values and respect other people's values because I'm definitely going to meet different people with different values and I'll have to respect them for that as well as they respect me for my values." Valuing or "knowing my own values" and, of course, recognizing the different values of others is in a sense, a reasoning skill but, as Hillary sees, understanding values can be a central component of the ability to relate to others successfully.

With the understanding then that these two sets of abilities are not truly separable in the work setting, just as they are not separated in the educational process, we can say that alumnae on the job recognize reasoning abilities as an important aspect of performance and talk about how they use these abilities. Furthermore, reasoning abilities, just as interpersonal abilities, are spoken of with reference to how one continues to learn within the work role. Rebecca, the young revenue officer tells how analysis is important in her work. Asked how learning is still a part of what she does, Rebecca replies:

> ... the thing about my job is that it's never the same. The other skill I probably should have mentioned (along with communicating) is analysis because you do work very independently ... You have to take the specific individual cases, look at them, determining what's needed, what needs to be done, get financial statements or whatever from taxpayers, analyze them and try to determine a course of action ... So that in itself I guess is a learning experience because every case is different and you do have to use these skills over and over.

April, a young teacher, talks about planning and organizing her work:

> There were certain things that were ingrained in me by the time I graduated. Whether it was writing lesson plans ... or to get a textbook ... and go through it and figure out the objectives or goals of the book ... I suppose some of the other skills just fit into the organization of your classroom. Those were all ideas you've gathered over the last four years. I learned how to make decisions at Alverno.

Megan, an older woman in management tells how she applies analysis and problem solving at work. Asked how what she learned at Alverno affects the way she approaches her job, Megan replies:

> I think I tend to be more analytical and I don't take a lot of situations at face value. I try to dig a little deeper and if something is happening in my department that I don't understand, I won't take the first solution that comes across my desk because I find that may not be the only solution or ... the best solution ... I really go through that problem solving process of defining what the problem is, what information can I add to it, how can I analyze this, what kinds of solutions can I come up with, and then not just putting one into force but thinking through the solutions. Then I try to make a decision based on the short and long term outcome of it.

Marjorie, another older manager, speaks of how the reasoning processes she's learned help her to continue learning in the work role. Asked to describe her focus on learning in her present life, Marjorie tells us:

> The first thing I always do is observe a given situation or problem and then I try to say what is the whole and what are the parts, what's the relationship ... then I say to myself what do I need to do about it. So then I start in my problem solving steps. It is more and more becoming a permanent thinking mode for me ... I know what the concepts are. I understand them. I know how to apply them. If your plan of action does not give you the end result, you can say to yourself 'I tried, I tested it and it didn't work. I will now see if I can try something else.' It moves you along, you're not stuck at dead center. There is something very freeing about being able to think like this.

Marjorie uses the problem solving process she learned (which involves analytical skills) to solve problems, of course, but also as part of her trial and error learning about what works. Elsewhere, Marjorie also describes how she uses her reasoning abilities to plan advancement strategies.

> I've done a great deal of application and researching, analyzing my work environment, analyzing my responsibilities, looking for opportunities where I could take on more responsibility which was a way of demonstrating my capacities so that I could move myself into another promotion type area.

In addition to the two major sets of interpersonal abilities and reasoning abilities, women mention several kinds of skills that, while still complex, are somewhat narrower in scope. Perhaps these are more properly thought of as aspects of interpersonal and reasoning abilities. Writing and speaking skills are utilized. April, a young teacher, is glad she's had experience speaking in front of groups.

> I had to give a presentation at our home and school meeting this year. That was one time I said 'I'm glad I did this at Alverno' because we had to give some presentation to some pretend PTA meeting. I really felt like I was doing it for the second time around ...

Violet, an older manager, finds the writing skills she learned important.

> My writing ability has helped me tremendously. I was coming from nowhere when I started at Alverno so I made a lot of progress because I had the furthest to go. I learned a lot as far as being specific about what you want to say. Alverno helped me tremendously and writing is so important in the business world.

A number of women consider the process of self-assessment - learning to identify one's strengths and weaknesses - especially helpful, and along with this, the habit of self-reflection. Asked what aided the transition from school to work, Blair, a young nurse replies:

> I think the ability to evaluate myself ... I feel I can look at what to expect from myself and I know very often what hinders me from progressing or what I've done to regress. I think self-evaluation was the most valuable thing at that time. I know that I had to do it again and again.

Rebecca, the revenue officer, responds to the same question:

> I think that is the end result of this whole program. You spend a lot of time going over your own weaknesses and strengths and getting a pretty good understanding of what you're good at.

Andrea, a young nurse, finds that the habit of self-reflection has helped her to develop herself within her job role.

> I would think that the thing that helped me the most was the writing. We were actually forced to write down our thoughts and feelings (i.e., in school) ... we had to keep daily logs of what we were actually feeling and thinking every day ... in the clinical situation knowing that I would have to come home that night and write something up on it, I was thinking now how does this relate, how does this interact ... So I think that just knowing I had to write it ... forced me to think through what I was doing ... I don't do it to the extent that I did it then, but when I feel really frustrated ... I sit down and write. It really does help me work through things.

At this point we have identified two major classes of complex abilities and some narrower skills and processes that transfer to the work setting and they act as a foundation for job role performance as well as further learning on the job. Such abilities, however, do not seem to be all that transfers from college to the work setting. Alumnae do, of course, apply the technical knowledge they acquired at college, if they have trained for a specific profession such as nursing or teaching, and taken a job within that profession. But this kind of transfer is so direct and obvious as to receive little attention. There are other things, however, that these women seen to acquire at college and take with them into the work setting: these are attitudes, beliefs, values, ideals, and concepts of identity or ideas about the "person I am," including concepts of professional identity. These too, in their way, form a foundation for performance and learning in the work role. Lee, a young nurse tells us, for example:

> Alverno taught me or showed me that I like to learn and I'm capable of learning. I think that will always influence me ... nothing major. I'll probably never write a book, I'll probably never be recognized in Who's Who for anything, but my contribution is still important no matter how big or how small. I think that's something Alverno taught me too. We all contribute in our many different ways. I just keep going, climbing ... to me living is learning.

Lee has learned to value learning as part of "the person I am." She has also acquired a belief in the worth of the contribution she can make to society, a worth not based on unrealistic expectations for her accomplishment. Celeste, an older graduate in airline management graduated with a major in math, but thinks of herself as a well-rounded person. Asked why this is important, Celeste replies:

> I feel better about myself if I feel capable of handling every kind of different aspect of life than if I was just one-sided. That tends to be a problem with people in the sciences and math especially. They become very technical and ... they ae not able to relate to the fact that other people don't feel the same way that they do about things.

Further on Celeste, like many other women, mentions general self-confidence as an important outcome of her education.

> I do think that one of the abilities I had developed from school that helped me when I got that job ... is that school had given me some confidence in myself as to what I was really capable of. The people who got my promotion for me, they felt ... that I could take on any task and would be sure that I would be able to handle it.

Self-confidence, self-worth, and an interest in personal growth seem to be among the major identity concepts these women acquire at college and transfer to the work setting. A number of women also talk about professional identity and ideals. Asked how what she learned at school affects the way she approaches work, Blair, a young nurse replies:

> One big example was just the concept of primary nursing. I did a research project here based on journal articles and reviews and input from various institutions that had tried it. In a primary nursing unit. I had to learn their concept, their belief, how they operate ... In one meeting I brought up the question of primary nursing. I just kind of wanted to know what everybody's concept of it was. ... At that time the concept of primary nursing was not agreed upon by every staff member. I pointed that out ... Maybe what we need to do is get the whole unit to come to one definition of what primary nursing is.

Blair has brought to her job not only a professional concept of her own but an awareness of the importance of the professional concept and of the possibility that the concept differs among members of the profession, even within the same institutional unit. Other women in our sample also express professional identity concepts and ideals. These receive more extensive treatment in the following section concerning professional development and careering. Here we simply point out that such concepts, along with concepts of personal identity are among the kinds of knowledge acquired at college and transferred to the work role.

We have discussed the kinds of abilities and knowledge that women acquire in college and bring to the work setting as the foundations of job role performance and continued learning on the job. We have said that the women in our sample are highly aware of continued learning within their work roles. Having considered the foundations for performance and learning, we may now go on to consider the content and process of learning on the job. We begin by asking how the women in our sample talk about what is learned at work. One obvious answer is that at the beginning of a new job, many women must learn the technical knowledge processes, and skills of the job. As Violet, one of the older women in management put it:

> I had to learn my job and that was difficult ... I have a major in management and a major in art. I took a position in the marketing area ... Basically it was working with numbers ...

But even women in jobs for which they have specifically prepared do additional technical learning on the job. Julia, a young nurse, reports:

> Whenever I come across something that I don't know about, if somebody comes in with something different that I haven't seen before or has a diagnosis that I don't know about, I make a point of reading up as much as I can on it. When I was in school, not only did I do that with the different patients you get in school but I'd also go further and read through nursing journals. I guess now I do it when I feel it's necessary.

And Arleen, a young, married woman without an outside job, finds that child care and family responsibilities involve a certain kind of technical learning.

> It's (my focus on learning) still my major except I'm learning different things. How an infant grows. Everyday I learn something new about the baby. There's something more you can learn about what they do and what you can do for them ... Learning how to do things, sewing, cooking, all those things. Learning the easy way to do your housework in less time. Balancing the budget, all sorts of things.

We find, however, that the major part of what is learned on the job is "what works" in the particular work setting in which a woman finds herself. This is a matter of adapting abilities, such as interpersonal and reasoning abilities, as well as concepts, attitudes, and ideals, to the contingencies of a particular real-world environment that is different in significant respects from the environment in which such abilities and attitudes were learned. This is a matter of applying prior learning to new contexts, and is in itself a matter of learning. An important step in this kind of learning may be learning or realizing what the real contingencies of the new environment are. This kind of learning is like the equation "If I do 'X,' then 'Y' will happen." It sometimes involves some kind of "reality shock" based on the discovery that things don't work everywhere the way they worked in college. If "reality shock" is too strong a term for some cases, there is still the discovery that ideals for performance are limited by particular work settings or competing demands of one's job role. A number of women, for example, learned that the interpersonal ideal of openness and assertiveness cultivated at Alverno does not work or must be tempered, in certain work relationships. April, a young teacher tells us:

> I still have a hard time accepting the pastor at our school. It seems to me there's no point in being assertive with him. It's hard for me to deal with people like that and I really never thought about what would happen if I really ran up against a brick wall. I never dreamt that would happen. I always thought that everyone I met would be workable at least.

Violet, an older manager, asked for examples of her learning on the job, replies:

> Learning to keep my mouth shut ... I am learning that in a very bureaucratic system ... you can't be an assertive Alverno woman, you have to keep your mouth shut. If something isn't fair, that's tough. If you get the raw end of the deal, that is too bad, learn to live with it. If you are among the chosen few, you'll handle those feelings but I think importantly, don't always let them show.

In other cases, it is discovered that ideals for performance and accomplishment must be modified in the real work setting. Alyson, a young teacher, tells us what she learned in her first year of teaching:

> My first year out I looked at all those wonderful things that they do in Alverno's lab school and I tried to incorporate a lot of them into my own classroom. It didn't work, simply because they were used to a very structured situation and they didn't know how to handle a different type of situation ... It turned out to be a disaster so I learned you have to introduce changes very slowly and gradually and to teach about the change before it happens.

Megan, an older woman in management has also had to adjust her ideals.

> I think when you are in college you are able to spend a lot of time doing things correctly, doing them so that you achieve the outcome that you want. When you are working, things don't turn out that way. You don't have the time or the energies or the priorities set on having things turn out the way you want them to all the time.

Sue Ann, a young teacher, gives a good summary of this common experience.

> Through my teaching I learned what I can and what I can't do, what works, what doesn't work ... I had learned what my goals can be realistically instead of idealistically.

Even where no disappointment of ideals may be concerned, women are occupied with learning "what works" and with how to apply the skills they have to a particular work environment. Nicholette, another young teacher, talks about the process of adaptation.

> When I was in college I was just thinking about how to be a teacher but I wasn't thinking about how to interact with the whole environment of the school as a teacher ... Every school is different, every situation is different. They can teach you how to be a competent teacher and teach you all the facts and where to find more facts if you need them, but I think you have to develop your own ability to use those things.

Mae, another young teacher, talks about learning to integrate what she's been taught.

> There were many different things that we were taught, suggestions that were given you from your supervising teachers ... when you're in a situation and faced with it all of a sudden you start bringing these things out. I went back to many of my classes and tried to think, 'How can I apply this to this?' ... trying to take every bit of education that I had, not trying to put anything in the background and saying it's not important but trying to take everything and put it together in a workable process.

Roxanne, an older manager, also talks about a process of integration and adaptation. Asked about her current focus on learning she tells us how it happens on the job.

> ...Just generally being perceptive in getting all the information that I can to use at a later date ... asking questions, getting reading material that's appropriate for the situation, assimilating that ... if you have this accumulation of knowledge, using it in different forms and in

> combination with other things that you've learned. Making connections in your mind. Learning is a continual thing ... It's one thing to have this information but you must be able to apply it and see the interconnectedness between these things ... right now I have to focus more on assimilation and the interconnectedness of things on a practical basis at work.

We find then, that learning on the job, apart from additional technical learning turns out to be primarily the further development of major abilities (the interpersonal and reasoning abilities we discussed earlier), their integration and adaptation in relation to the contingencies of particular work contexts. There is, however, one other kind of learning that should be mentioned. Women report learning new attitudes, beliefs, perspectives, and elements of self-concept in their first two years in the world of work. These changes occur through exposure to new kinds of situations, persons, and roles. Such changes relate, of course, to the attitudes, ideals and self-concepts that we said these women seem to acquire in college and bring with them into the work setting. Relationships with and attitudes toward others are a primary area of such learning. Jeraldine, a young office worker reports:

> I think I can see ... that I have changed somewhat in how I deal with other people. Sometimes at Alverno you do tend to get a rather limited experience of other people from the standpoint that everybody is here for the same reason. I think that I have been able to be a little more tolerant and more understanding of the way different people do things and why they do it ... I think that hopefully my ability to compromise and be more tolerant and open-minded has increased.

Megan, an older manager, also reports a change in attitude toward more tolerance for others with whom she does not agree.

> In college you are in a very supportive atmosphere and the people you associate with are the ones that by and large you enjoy spending time with and they share your likes and dislikes, your values. When you are working, you are with a mixture of people not by choice but by corporate design and you must interact effectively with those people whether you care to or not ... Those kinds of experiences have been valuable because I think in college I tended to think if you didn't like working with someone you just found someone else to work on the project.

Roxanne, another older manager, tells us that different attitudes toward people are a result of not only the different people she's been exposed to, but of the different roles she has held in relation to others.

> I've matured a great deal since I've been out of school and working ... I think I probably look at people a little bit differently than I did when I was in school simply because of the positions that I've held in terms of making decisions, having to communicate, having people who have to respond to the things or changes that I'm asking them to make.

A number of the younger women were especially aware of the changes in self-concept that result from having responsibility. Esther, a young teacher tells us:

> Before in field work or student teaching, you always had someone above you in case something went wrong. Here it was really kind of a shock. There is no one to go to. There is no one to back me up if something goes wrong ... I can remember I would be playing a song and all of a sudden I would think I am really in charge of this whole things. It would blow my mind. It was just a totally different feeling. It was scarey ... All of a sudden here is all this responsibility put on you ... It took me a while to learn how to not be totally bombarded by all of this.

Sarah Jo, a young nurse, also reports learning how to handle her new responsibility.

> Yeah, I think you have to learn, I think until you really have to go out and have the responsibility of having a job, you have to learn how to handle that responsibility. Being a student, you think you have responsibility because you have to go to school every day but there is always those kind of things 'I don't feel like it, I really can put it off until tomorrow.' That just isn't how it is, you don't get to put it off until tomorrow. I think you have to do a lot of growing up. ... You have to learn to live in the adult world.

The same young woman also makes the interesting observation that taking her new job in a smaller town required appreciation of a broadly different perspective.

> Well I guess one of the big things I found was, being an opinionated person, you have to learn when to say something and when not to say something. Going into a new job, one thing you have to do is feel them out for what kind of a culture they are coming from. Going to a different place was the biggest thing for me. They are a lot different than I was used to. Milwaukee is terribly different than other small places and one of the things I had to do was sit back and just learn what they were like first so that I didn't step on toes by saying something like 'That is stupid.'

Sarah Jo realizes, through her exposure, not to different individuals, but to different groups, how the work setting may make it necessary to appreciate and work with perspectives different from one's own.

We have talked about what women learn in the work setting. It was said that additional technical knowledge was often acquired, that a primary area of learning concerned the adaptation of major abilities to the new work environment, which involved learning the contingencies particular to a given work setting, and that another area of learning involved changes of perspective based on exposure to different individuals, relationships and roles. We would now like to look at the same topic from a slightly different angle and see whether we can identify the *processes* by which these varieties of learning occur. We have already said, for example, that certain changes, especially attitude changes, seem to involve *exposure* to persons and experiences which one has not encountered before. This, then, would be one kind of learning proess. The examples concerned with changes of perspective also illustrated this process of exposure. The exposure process involves an element of observation and reflection. But, as the examples suggest, that is only part of the story. Often exposure means that one is forced to *interact* with persons or events that are unfamiliar, or to *act in* roles that one has not taken before. In fact, in identifying the learning processes, just as in identifying major abilities, we should not make the mistake of regarding them as occurring independently. Each is rather an aspect of learning as process.

Corresponding to the adaptation of abilities to new environments, we could talk about *adaptation* as a learning process. It involves, essentially, a kind of reality-testing: applying one's judgment and abilities in action, noting the feedback from the environment, and adjusting judgment and action accordingly. The women in our sample tend to refer to this process as learning "what works," "learning from experience," and sometimes "trial and error." Marjorie, an older woman in management, gives an especially good concrete example of such a process.

> I have been gradually learning how to use my small group theories and relate them to the strategies that men use ... I think I'm making strides because I know when I have established rapport with the department head and when I can accomplish something with him. I've learned how to back of a little bit. I've learned how to pick up on those signals and to back off a little bit and wait awhile and maybe develop another round-about route. For example, right now I have one department head who is intimidated by this new equipment insofar as he sees his personal secretary not having control of his work. When I attempted to get her trained in this program I got a flat no. I shouldn't have come on so directly and said I want her to learn to operate this equipment. Rather what I needed to do was apply a particular project ... and show to him how we can get this done very rapidly and he will get it much sooner than before. Where he's had a problem in getting the work coordinated and out, if I could show him that with this new equipment we can eliminate that, I'll have him on my team. So I had to spend a great deal of time observing, thinking, retrenching, that sort of thing.

Notice that the work environment to which a woman must adapt her skills often means the interpersonal environment. Both younger and older women talk about the adaptation of abilities, but older women are somewhat better at illustrating the process in concrete examples. Megan gives us the following incident.

> In interpersonal situations, in college and the different sociology courses and the interpersonal skill classes and communications, you were given situations and always had time to read the materials for that particular course meeting. You had time to think of how you were going to handle a situation before you went in and you conversed with your counterpart. You had anticipations of the outcome and those situations based on the knowledge that you had and the knowledge that your fellow classmates had. About a month ago I had something happen to me that I was totally unprepared for. I had turned an individual down for a position that he applied for through our posting procedure, a company employee who wanted to advance himself. I turned him down for the position because I didn't feel that he did anything to prepare himself for moving ahead. He expected that we would do everything for him after giving him the job. When I turned him down, he became very irate and started yelling and trying to get totally off the track. I found myself becoming extremely annoyed with him, raising my voice level and tone to his. After that whole thing was over, I was so uncomfortable. I had been totally unprepared for that kind of response from him when I told him that I would not select him for the position. He went to the union and wanted to file a grievance. I was so unsatisfied with the way I handled that situation. For several days after that I really thought about it and I tried to go back to things that I learned how to effectively handle situations. In my own mind I role played what I would do if that happened to me again and it did happen again with the same individual. Several days later he came back to me and tried to convince me to change my mind and again raised his voice and started carrying on. I very calmly, because I was prepared this time, told him that I was no longer interested in discussing this with him. My decision was made. He would not change my mind with anything he might come up with. I thought we had completely covered the situation. I also gave him information that he could use to properly prepare himself for an opening of that nature should it come up again. Because I was prepared for the situation it came off beautifully. He is still extremely unhappy with me but I doubt if he will post for a job like that again without being prepared for it.

The process of adaptation involves, in part, learning more about the environment to which one must adapt one's abilities. It would be inefficient, if not disastrous, to have to learn everything by trial and error. Graduates describe a number of other methods of gaining information about the work environment and the work role. The major one is learning from others, talking and listening to other people, a process also dependent upon interpersonal abilities, modeling, or acting as others act who are considered competent, is also a way of learning from others. Mae, a young teacher, describes how she learns from others.

> You listen to suggestions. When you go and watch other teachers teach you watch and see how they handle a situation. ... I'm interested in seeing how people handle it. You try it out in your classroom and if it doesn't work for you, you know you've got to try something else. You keep trying and trying until you find something that works.

Alyson, another young teacher, considers peer interaction her most effective mode of learning on the job.

> Well in school most of the learning for me came right out of the textbooks or what the instructor said. I didn't pay that much attention to my surroundings and now it is just the opposite. Most of my learning goes on in the faculty room now. If you are real quiet and listen, you can pick up ten times more material than you will pick up in a magazine ... just sitting in the faculty room during lunch, the other teachers will discuss what types of problems they are having and how they are solving them, what was successful to them and why they think so. People are always willing to talk about their successes, so that is where you pick it up.

Gwen, a young office worker, appreciates the value of "subtle" information that can be learned only by talking to others in the work environment.

> I think one [important] skill is really to be able to listen to the people that we deal with, a supervisor, fellow workers or subordinates. I think it is real important to hear the kinds of subtle things that you don't get in orientation for instance.

Altogether we might say that learning in the work setting is a multi-aspect process, the central outcome of which is adaptation of knowledge and abilities to new environments and events. This includes the adaptation of attitudes and ideals, self-concepts and professional concepts to new experience. It occurs through exposure, observation, action and feedback, social interaction and even the traditional methods of study, reading, researching, attending lectures, seminars and classes. Any of the processes mentioned might pertain to the learning of technical knowledge, the adaptation of abilities, or the development of concepts, attitudes and ideals. Jean Marie, a young teacher, describes her learning.

> Now I know that every day I'm learning because there's always a different situation that might come up in a classroom or something. You can never predict what kids are going to do so it's a constant learning process. ... You have to keep on learning, be it through your everyday experiences or through special workshops or classes. ... If you're at a convention or ... listening to a real good speaker or a new type of music education program or something, I might have my notebook out and making notes. ... If I'm in the classroom and just learning to control the kids or just learning from my mistakes or things that happen at the spur of the moment. ... So I think it depends on the situation you're in of how you're going to approach learning. ... I think what I learned most from Alverno and what's helping me most in my learning now is the whole process of learning, of starting and building on what you know, taking it from there.

Lucy, an older business consultant, talks about the active and passive sides of learning. Describing the "components" of learning on the job, Lucy says:

> Asking a question. Having an idea that isn't finished. Having information that isn't complete and trying to find the answer. ... I guess that is the active side of it. There is a passive side to learning too. You go around all day observing and experiencing and you assimilate that in the evening if you have 15 minutes of quiet time. You reflect on the input you had through the day and try to put it in some kind of order. I think that can happen either if it is passive or active learning, but I think that both of those go on all the time. People aren't as aware of the passive kind of learning because it is not self-initiated unless they have that little thing to go through to what happened today.

And Beverly, a young nurse who has already made a job change, points out how the learning process is most acute at the beginning of a new job.

> When you break from one job to another, you are dealing with a new set of people. You don't know them so I think you are a little more aware of your interaction skills, how you present yourself to people and how your interaction is going to affect your work relationships. I think you are more aware of problem solving skills. You are in a totally new environment so you have to think more in terms of how do I do this in this situation, how is it different from what I have been doing, and what priorities are important here as compared to where I was. I think you are a little more consciously involved in what you are doing whereas maybe when you become more familiar with it, things are a lot more subconscious.

Beverly, in this excerpt, gives an excellent summary of a central issue: the adaptation of abilities to new environments.

We have seen that Alverno alumnae are aware of continued learning on the job. The abilities transferred to the work setting are the foundation of performance but also of continued learning and adaptation. These women describe a certain development of the learning process whereby transferred abilities are adapted to new tasks, roles, and settings. We have called this kind of development "learning to learn" because it involves the discovery, in each new context, of how to derive from experience what one needs to know in order to function appropriately in the given context. Often there is no one there to tell the new worker what she must learn (except for obvious technical tasks) or how to learn it. We find too, that women are aware of this as a basic difference between learning in college and learning on the job.

We asked the women in our sample what they thought was different about learning in college and learning at work. The Alverno learning process, which is based largely on experiential learning, might in many ways place the student in learning situations somewhat similar to those she will encounter on the job. The process is designed to give the student some opportunity for "learning to learn" or becoming aware of how to identify a variety of learning processes and select and use the ones appropriate to a given learning situation. Students at college are aware of "learning to learn" in varying degrees. Some of the women in our sample, all of whom were among our older group, said that they did not see any major difference between learning at school and learning on the job. Megan, for example, tells us:

> The situations are different. I don't think the learning is that much different. When I come across a fresh situation or something I am uncomfortable with, I feel I need more information on so that I respond or behave differently, more in accordance with how I think I should respond or behave the next time, I sit back and analyze what happened, what I thought should happen. Maybe I remember something I read somewhere and I try to go back to that. I think the learning is only different in the situations you find yourself in. When you are in school the learning is, I would say, at a more leisurely pace. You have time to try things out with very little risk. When you are out in the work force learning, the risk becomes much greater and you find yourself trying to speed through some of the learning because you know that you need to do that in order to continue functioning at a high level.

Megan finds that the risks and pressures are different. And Roxanne finds the major differences in application.

> Generally it's not much different but specifically it is because right now I have to focus more on assimilation and the interconnectiveness of things on a practical basis at

> work. Obviously, I did that at school but now it's taken on a different shape than it did when I was in school. Now I'm actively involved in something rather than acquiring knowledge and writing papers about it.

Some of the younger women in our sample found the major difference in motivation. Those that did said that they were *more* "self-motivated" to learn and more "involved" in learning at work. Hillary, a young nurse, tells us:

> I think I'm more willing to learn now than when I was in school. It seems I'm more interested in it since I'm more involved in what I'm doing than I was at Alverno.

April, a young teacher, and Sarah Jo, another young nurse, tell us that the reasons for learning are somehow more *real* now. April:

> Well I'm sure learning now is much more self-motivated. As much as I wanted to get the degree and wanted to be a teacher, learning under pressure is not pressure in the sense that it's due in two weeks. You either do it or you're not going to pass the class when you get right down to the bottom line. So naturally learning now is much more slower-paced and it's self-motivated. I pick up a teacher magazine now and read it. I hated to do that kind of stuff. I mean it bored me. It was all nice in theory but I didn't have my own classroom so who cared if you could put a red thing in the corner to impress the kids with it. So in that sense it's more real now.

And Sarah Jo:

> Now you learn because you want to learn, not because someone tells you you have to learn. You find more satisfaction in learning. You can see that what you are doing is useful. There is really no comparison to learning from a book and learning from people. Not that book learning isn't important, it really is. Now when you learn it is going to seem like all that I learned from the book ties in, even though it was all a pain in the butt, it was worth it. You are always going to have to learn even if you don't ever work, and it's going to be so much more enjoyable than knowing you are going to have a test in the morning. If you have to study for a test and that is the kind of learning you are doing vs. learning with someone, sharing the birth of their child, and teaching them the things that you know, it is unbelievably different.

But the intent of our question was whether or not the alumna found the *process* of learning on the job any different than it was in college. Many women did, and the essence of this was that learning in college was *guided* while learning on the job was *unguided*. Mae, a young teacher, tells us that in college there was always someone there you could trust to ultimately guide you to the right way, but at work, it's trial and error.

> I think in school people would teach me something and I'd believe them. I had to believe them because even with the field work here I never really had that much chance to apply it. But when you're actually in the experience and you have something happen you're going to learn from that situation what to do. Maybe I'll handle it wrong, maybe I'll handle it right. Maybe I didn't handle it as best as I could, what can I do? You listen to suggestions. When you go and watch other teachers teach you watch and see how they handle a situation. You listen so much more. I'm interested in seeing how people handle it. You try it out in your classroom and if it doesn't work for you, you know you've got to try something else. You keep trying and trying until you find something that works. It's applicable I think is what I'm saying. It's first hand, it's not a second hand thing. I mean you are there, you are with the situation and no one there is going to say to you this is maybe what you should have done. When you're in real life it's not for show anymore, you've got to know, you've got to be able to say to yourself you did really lousy, you did really well. It's very applicable.

Rebecca, the young revenue office, tells us that in college, both the objectives and the means of learning were more explicit.

> It's probably different in that I'm probably not as consciously aware of it because there's nobody to interact with as far as what my objectives are and my different learning experiences on the job. But as far as specific concepts or my being aware of specific concepts I think it's probably a lot less than when you're under a guide program and you go through a certain learning experience and you're evaluated. Right now there isn't much of that except managerial reviews from time to time.

Lindsey, a young nurse, gives us an excellent discussion of the differences between guided and unguided learning.

> I think it was more concrete, more specific. You knew what you had to learn. You really didn't have a choice. You knew the goal that you wanted to reach and you were going to be learning while you were getting to that goal. There were specifics in which you had to follow in order to get that goal. Learning now is much different because you don't have a specific goal in what you want to learn. Maybe I want to learn about what kind of patient is someone who comes in to have his gall bladder taken out of what kind of care. Well I'm learning but there aren't guidelines or rules laid down. When I was learning in school I knew what I wanted to learn and there was that goal and there were these specific things inbetween. I'm still learning, the difference is the

> specifics aren't there. What is there to be learned in the college situation, it's all down in black and white. In the professional situation it's not black and white. I'm learning but I can't say that at this time I'm going to learn this or I have to do this before this.

Like Rebecca, Lindsey says that in the unguided learning situation, both the objectives and means are more ambiguous than in the guided situation at college. She points to the absence of specific rules and guidelines for the learning process, as well as to uncertainty about what the goals are. Lindsey and the others are saying basically that there is much greater uncertainty and personal responsibility about learning in the unguided work setting than in college: there is not necessarily anyone who can be relied upon to point the way; there is considerable ambiguity about what exactly must be learned; there may be even more ambiguity about how to learn what one needs to learn; and the risks to oneself and others in the work setting are greater.

When we consider the challenge of unguided learning that the graduate will encounter in the work setting, "learning to learn" becomes all the more significant as a transfer concept. In summary, a graduate transfers certain knowledge and complex abilities to the work setting. There, we might say, her major learning task is to succeed in unguided learning to the extent which allows her existing knowledge and abilities to function optimally in a new environment. This we called the adaptation of abilities to new contexts. But success in unguided learning itself depends on the application of existing knowledge and abilities to the learning process. In other words, the graduate must be able to apply transferred abilities to the task of unguided learning, through which she comes to develop increasingly effective adaptations of her abilities to her actual job performance in the given work environment.

SECTION II:
PROFESSIONAL DEVELOPMENT AND CAREERING

This section explores the development of careering among the women in our sample. We begin by asking how the women interviewed conceptualized work: Did they view work as just "a job" instrumental to other life goals, or as "a career," a major life goal in itself, for which there was a plan and a future? Did the woman understand her work as "a profession" with which she could identify independent of her particular place of employment or career track? While not every woman interviewed made an explicit statement of her viewpoint, this question could be discussed with reference to a woman's description of her involvement with her work. Most women in our sample indicated at least a rudimentary careering concept. That is, they thought about what direction they would like to take in the future, looking beyond their present job. Given this orientation, a woman might show a tendency either to limit or to expand her involvement with her work. Some wished for or planned a change in occupational field or a lateral job change within the same occupation. A number had already made such changes. Women who had made career changes spoke less of career plans, presumably because a major problem at this point was to reorganize such plans. But we feel that seriously questioning or actually abandoning the occupation for which one has been educated, or making lateral changes within the field, suggests an active interest in creating a personally satisfying involvement with one's work.

The common denominator among younger and older women who intended to remain in their field, was the expression of interest in "advancement" with or without a specific vision of one's long range career goal or direction. Blair, a young nurse, expresses interest in promotion but does not seem yet to think strategically about her future.

> We have what's called a clinical ladder at the hospital and every nurse that works there is staff level one. You have to submit work and sell yourself to become a staff level two or a staff level three ... About a week ago I applied for staff level two and that was with much prompting from my head nurses ...

Julia, another young nurse, thinks about the course of her advancement but is uncertain of what she wants beyond her present position.

> I feel like I've moved up the ladder from staff nurse to head nurse ... I've talked with the director of nurses about moving up further and I'm not really sure if I want that, if I want the stress involved with that. I'm not really sure where I want to go from there because I do enjoy it so much and I don't want to just get something that pays better and not enjoy it. That's what a move up the career ladder would

> do, it would pay better but maybe I wouldn't be doing what I want to do, having the contact with the families and the patients and being in the position I'm in ... maybe someday I'll want to move up further, I don't know."

The older women interviewed were more likely to have a specific vision or direction about their plans. Violet, for example, has taken a job that does not appeal to her in order to be with a company she likes, and eventually move into a position she prefers.

> I took a position in the marketing area, which is what I wanted to be in, but with the price administration facet of marketing. Basically it is working with numbers and I wasn't too happy about that. The good part was I was with the company I wanted and I still feel that is just as important because the company's goals and values are the same as mine. I was using that as an entrance into the company but ... you become stereotyped as being from a particular department. So it's a matter of in other ways trying to let people know that ... you are not ... the typical accountant, the typical finance expert ... So I did try to let others know who I am, what I am about, where I am coming from.

Megan plans long range career goals.

> I know that I want to remain a generalist, I don't want to become specifically manufacturing oriented so that that is the extent of my career development. I don't want to switch over to finance and become a financial person where that may be the extent of where I am going. I would like to go into marketing where I feel if I can join the marketing development force, I can become involved in economics ... In marketing I see an opportunity to remain this generalist ... being able to cross over different fields ... I think I need that to go where I'm going. I really want to run the whole show in an organization and I think in order to be able to do that, you need to have experiences in all different areas.

In general, we find that the older women in our sample have the most developed concepts of "careering," the most elaborated plans and the most sophisticated strategies for achieving career goals. Long range planning and strategy was generally not found in the interviews of younger women. While the older women in our sample worked primarily in management positions and the younger women in nursing or teaching, we do not believe that the difference in career structure entirely accounts for differences in perspective. Age and general experience are probably factors in the complexity with which a woman is able to strategize her career. The formulation of careering strategies, such as those expressed by Violet and Megan, involves anticipation of the responses of a complex social environment to one's actions within it.

While the older women in our sample are concerned with career strategies, the primary preoccupation of the younger women seemed to be the development of one's present work role. By this we mean that the woman was consciously concerned with developing her expertise and competence within her job. Clarice, a young nurse, develops her expertise by creating projects for herself.

> I'll do like extracurricular things in nursing, extra projects for work ... just for my own benefit, do little research things and see how they correlate and how I can apply it at work ... Just teaching. Among your staff members, you give seminars because I have more knowledge in certain areas than them and I teach that. Teaching clients too because I work with spinal cord injuries and they need a lot of teaching.

While the older women were also concerned with developing their skills within their present job role, the younger women emphasized role development over careering strategy, while the reverse was true for the older women in our sample. The younger women were also more likely to emphasize the experience of responsibility as an area of growth and learning while older women rarely mentioned responsibility, seeming to take it for granted. Andrea values the responsibility of her work role.

> It all fits together with being a primary nurse, being accountable and responsible for my actions. To me that's what nursing is ... to have some freedom and yet carry out your role for caring and delivering the best care possible ... I can't see being employed and strictly not having any freedeom or not having any responsibility. To me that's very important to be able to use what I've learned. Having a little bit of freedom and doing and teaching what I want to teach.

Andrea finds the responsibility of her new position welcome. Nicholette, a young teacher, finds it somewhat more frightening but recognizes this experience as one of growth or development.

> I think the whole first year that I was teaching was an experience in itself. It's very different than when you went two or three times to student teach. Suddenly you are the teacher and you have to make things work and you don't have a supervising teacher or anybody to fall back on ... I think it was a big adjustment ... When I realized that I was the person in charge, I was the teacher, I realized I had better be sure I know what I'm doing and I better be responsible. I guess it made me more serious about everything I was doing ... it makes you very conscious of everything you do.

By and large it appears that the younger women in our sample had a greater need to establish their sense of confidence and self-assurance on the job, while older women were relatively freed from these concerns and occupied with ways to enhance their chances of advancement. Often, of course, this would include the idea of doing well, or excelling in one's present job. But the general aim of the older women was to excell, thereby winning recognition and advancement, while the younger woman's concern was more to prove herself worthy of the job she has.

Some of the women in our sample limited their interest in careering in various ways. Some who would have liked to have different jobs, felt bound to their present jobs by security or familiarity. Alyson, a young teacher, is not happy with her position and yet does not want to change jobs.

> I think I have regressed. Even though I've been working on a job where I always have to be changing things around me, I am very comfortable where I am now and the thought of trying to find a different job perhaps to get more experience is a little frightening. I am comfortable and I don't want to change ... for a while I want things to be stable.

Women like Alyson simply did not want to go through the distress of starting all over again in new jobs. They are in contrast to a group who make lateral job changes for increased work satisfaction. Hazel, a young nurse, is looking for new challenges.

> Right now the challenge on my job isn't quite there. Basically it's routine and I don't like that ... in July a friend and I are going to North Carolina for a week ... If we like it, October 1 we're going to move to North Carolina. If we don't like it, I'm either going to transfer floors, try to get into either pediatrics or obstetrics or I'm going to stay on my floor, cut down on working and go back to school.

Andrea also anticipates making a job change for renewed challenge and learning.

> I can see that if I stay at the same place I'm at for a couple more years I'm just going to become more frustrated because right now I'm rationalizing and saying that we still have new cases and new people but that's not going to last much longer, because my rationale a year ago was that I was still learning and seeing different surgeries, and that's no longer true. I've seen just about everything now. I think I'm going to have to do something to remain satisfied. ... Hopefully ... within the next six months, I'll move on to a different job or identify how soon I really want to move out of the hospital setting.

We believe that making this kind of change is a step toward careering since, although the change is lateral, it is made with a view toward increasing one's knowledge and enhancing one's relation to the work one is doing.

At least one woman who enjoyed her present job was ambivalent about further advancement. Julia had already been promoted but saw further promotion as a possible risk of job enjoyment.

> I feel like I've moved up on the ladder from staff nurse to head nurse ... I've talked with the director of nurses about moving up further and I'm not really sure if I want that, if I want the stress involved with that. I'm not really sure where I want to go from there because I do enjoy it so much and I don't want to just get something that pays better and not enjoy it. That's what a move up the career ladder would do, it would pay better but maybe I wouldn't be doing what I want to do, having the contact with the families and the patients and being in the position I'm in ... Maybe someday I'll want to move up further, I don't know.

Brenda, an atypical case among the older women in our sample, has deliberately chosen a job with low demands because her main interests are not in the work she is doing, but in developing other sources of life satisfaction.

> I had decided ... before I graduated, that I really didn't want to be such a go-getter. I didn't want to be a boss even though my major was in management ... I didn't want that kind of responsibility or that kind of pressure. I wanted to have a rather low key job and ... a job where I would be working more or less by myself, which is what I have now ... I kind of feel like I'm starting to put my life together in pieces ... There's other things in my personal life that I'd like to get going as well ... I would like to start working on other things outside of work ... other areas of my life, just personal things. Things like starting to develop something else that I may want to do, instead of the kind of career that I have now, or personal relationships.

Elsewhere in the interview, Brenda tells us that what she really wants is an entirely different profession and lifestyle, but one which she does not see as accessible.

> What I'd really like to do instead of what I'm doing now, I find it very difficult. What I'd like to do is write but financially, I just can't do it. I have a need to write but I need security of having a home and having a roof over my head and money coming in. I'm not somebody to live in a cold water flat and write ... until one day I get published ... ... To live abroad and to write. I'm not doing either one of them. I almost feel that if I had done it immediately after graduation that I'd been closer than now. I think getting into a job I find that I'm in a real bind. I would like to just up and quit my job and just do as I please. But it's totally impossible.

A number of women in our sample, including Brenda, have seriously questioned whether their professional field is right for them. Beverly, a young nurse came to a crisis in her first job.

> I am kind of at the point now where I'm not sure what I want to do with my life. The first job that I had after I graduated was at a large hospital ... working on one of the worst floors you possibly could have stuck me as far as work load, the type of people you worked with ... I got to the point where I really hated my job ... I got to the point where I thought I hated nursing. I quit my job ... last July and then I started at this other place. My view of nursing has improved considerably. I realize it isn't just nursing. It's just that particular situation that was souring me so much that I hated the work ... I'm just glad that I changed jobs. I am still disillusioned in a way, and from my professional journals that I've been reading, that is not unusual ... there are a lot of nurses who are very disillusioned ... with nursing in general. I'm more aware now that my situation isn't unique. One reason why I've been thinking of changing my caeer is because the very bad first situation really soured me and I still find elements of that ... coming through if I've had a bad day or ... stretch of days. You begin to think that this is the way nursing is and I hate it and I think I will get out ...

Beverly at this point maintains an uneasy resolution of her work crisis. She has been able to improve her work satisfaction by changing jobs. She recognizes that some disillusionment is common among members of her profession. But under pressure she still thinks of changing professions. Lorraine, another young nurse, does not have special problems with her present job, but expresses general disillusionment with the nurse's role.

> I didn't really know what nursing was when I was a student ... I got to know what nursing is. I think that changed my view of nursing ... If I was going to do it all over again I wouldn't be a nurse. I wouldn't go into it again because what they say is true. I'm the middle person between the client/patient and the doctor. You are always in the middle and you never get credit where credit is due. Burnout is a real thing. Nursing is lots of stress ... I still think in a lot of ways I am going through reality shock. I really didn't know what to expect.

Gwen, a young woman who started a career in teaching, has already made a career change. The interviewer asked Gwen what had influenced her most since graduation.

> I would have to say it's my job when I was teaching last year. I think that really influenced me the most. It was really the first time I had been on a job and it was a job that I went to school for and I felt unsuccessful ... I didn't feel I was really in control of the children I was working with and of the situation I was in ... but generally speaking I felt unsuccessful because I wasn't meeting the goals that I had set for myself in that position and that in itself was enough to make me feel really rotten ... I also

> set goals for myself for when I would teach and almost none of them were met. I felt real bad about that. I didn't like not teaching the children the way I hoped I would be able to. I felt like the worst part of me came out when I was teaching so that wasn't what I had hoped it would be.

Severe job dissatisfaction often involves a feeling of inadequacy on the job, as Gwen has expressed. In fact we find that of all the kinds of job dissatisfactions the women in our sample describe, the most disruptive is a feeling of personal incompetence in one's work or the feeling that the work situation does not allow one to do things well. This kind of dissatisfaction is most often responsible for career changes, as in Gwen's case and for serious questioning of one's chosen profession although this questioning may result in only a job change and not a change of professional fields. Beverly, the young nurse who came to "hate nursing" in her first job, experienced these feelings of inadequacy or inability to do a good job in the given environment.

> I ended up working one of the worst floors you possibly could have stuck me with as far as work load, the type of people you worked with. You learned but you also felt like you were stagnating. You were constantly doing things like you felt you really weren't suppose to be doing. As you went through Alverno you had an idea of what nursing should be. When I got out and I was working, I realized you are going to be doing a lot of things that don't live up to your ideal, but this was the pits.

Lee, another young nurse left her first job because it lead to her doubting her own ability to practice her profession.

> What has influenced me the most. I think the work situation I was in at the hospital ... because that was a point in my life that was really bad. The pressures get to be so great that I don't think I could have been able to say at that point that I'm a good nurse. I started to doubt myself and my abilities ... I was really afraid for myself because I was afraid that I was going to lose touch. I was scared to death. I was afraid that I lost the ability to nurse.

A change of jobs within nursing resolved Lee's crisis. It is interesting how often job dissatisfaction is expressed in terms of the inability to live up to professional ideals in the job situation. Gwen, the young teacher, and Beverly, the young nurse, both described their first job crisis in these terms. Sarah Jo, another young nurse speaks of a similar, though less intense experience.

> Last summer I wanted to get a different job but I put it off and put it off because I was afraid ... going into something ... completely new again ... I finally decided that I was done being the type of nurse I wanted to be in that

> situation. I was losing the things I felt were important as a nurse and I needed to get out of it in order to maintain a professional type standing. I think any time you are unhappy in a situation you are in you should do something about it because the most important thing is to maintain that professional type of image and feel good about what you are doing.

Women also discuss professional ideals in relation to positive work satisfaction. Blair, a young nurse, initiates interest in staff development of the concept of primary nursing. Asked how what she learned at Alverno has affected her approach to work, Blair gives the following report:

> One big example was just the concept of primary nursing ... I'm in a primary nursing unit. I have to learn their concept, their belief, how they operate. ... In one meeting I brought up the concept of primary nursing. I just kind of wanted to know what everybody's concept of it was. ... Then I did it on an individual basis ... it was just amazing, at that time the concept of primary nursing was not agreed upon by every staff member. I pointed that out. This is what the primary nurse's reponsibilities are and I shared the observations I made and I shared the information I had obtained with significant persons like the assistant head nurse and the head nurse. Maybe what we need to do is get the whole unit to come to one definition of what primary nursing is.

Lucy, a consultant from our older sample, speaks of the satisfaction of professional recognition, and identity in a professional community.

> ... the projects that I have been just marvelously reinforcing. Success has been rewarded and recognized ... a lot of what I do is for clients that have me as a consultant because of financial situations. I think one of the most reinforcing things is that all my clients come from referral, from other clients that are very happy with what I am doing for them or what I have done for them ... it is also reinforcement that your competence is assumed ... you don't have to start it all over trying to prove yourself in situations ... that you are treated as a peer I think and that is very reinforcing.

We have seen that a woman's satisfaction with her work situation is related to her experience of competence on the job. Often this is related to some kind of professional self-concept. We might say, in fact, that a basic sense of satisfaction with one's competence on the job, with one's ability to do one's job well, is fundamental ground for careering, or the kind of self-investment that leads to planning for the future in a profession. It is evident throughout our interviews that one of the main sources of work satisfaction is simply to feel that one

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is doing one's job well. Younger and older women alike are emphatic in expressing this value.

Julia, a young nurse expresses this kind of job satisfaction.

> I started working about a month after I graduated and took my state boards and didn't pass one section ... Then that following January I was still a graduate nurse, I got to head nurse. That really made me feel good because I felt even though I didn't pass that test they really felt I was doing a good job, so I must be doing a good job. Not only did I feel I was doing a good job but they reinforced that by promoting me.

Notice that for Julia as for Lucy the approval of others is very important for developing a sense of competence on the job. Blair, another young nurse, gives a very similar report.

> Realistically, I know I've been successful from the feedback I've gotten from those I work with. ... About a week ago I applied for staff level two and that was with much prompting from my head nurses ... That kind of feedback for somebody to say 'You are doing this kind of work, now show us, would you just do the busy work ... so you can have that title because you are working in that.' That to me says I've been really successful.

Like Lucy, other older women in our sample express the satisfaction of knowing they have done well. Megan gives the following report:

> ... Now that I've been with the company for two years, I've been successful at an area that ... a lot of people thought I would fall flat on my face. I built up an amount of credibility and an amount of legitimacy ... my boss knows I am doing a good job. My merit raises have shown it. My advancement ... has shown it. So the confidence that I had in knowing I can do the job tends to not have me think as much about whether my peers accept me or not on the job.

For these women in general, then, the feeling of competence is an extremely important foundation of work satisfaction. Feelings of inadequate performance, whether those are blamed on oneself or the work situation, are highly disruptive to careering. Given that this kind of satisfaction is available to a woman at work, we might ask what else, besides financial gain, motivates interest in a job or a career. We find that general motives for work fall into two categories: enjoyment and progress. Each of these can be thought of in various ways. For some women enjoyment results from a feeling of challenge, stimulation, and continued learning. This value is expressed among both younger and older women. Andrea, a young nurse, anticipates changing jobs soon for added challenge.

> ... if I stay at the same place I'm at for a couple more years I'm just going to become more frustrated because right now I'm rationalizing and saying that we still have new cases and new people but that's not going to last much longer because my rationale a year ago was that I am still learning and seeing different surgeries and that's no longer true ... I think I'm going to have to do something to remain satisfied ...

Roxanne, one of the older women in our sample reports enjoying the challenge of her job. Asked why she is doing what she is doing now, she responds:

> Well I enjoy it. There's a lot of challenge to what I'm doing. I derive a great deal of personal satisfaction from it. It's a stimulating sort of environment and I enjoy the challenge first probably and foremost.

The older women in our sample are more likely to speak explicitly of challenge, and sometimes the excitement of competition. When we asked Megan her reasons for doing the work she does, she expressed herself in these terms:

> Achievement. Competition. The excitement of knowing you are out there with a whole lot of other people who may want the same spot that you want but the challenge of competing with other people and the challenge of having a real problem set out for you that you can tackle and solve and then take credit for. The sense of accomplishment. I just love to have things to tackle and challenges out in front of me that I can really bite my teeth into and handle successfully.

But for other women in our sample, satisfaction is expressed as a sense of comfort or security, or the ability to relax in what one is doing. Recall, for example, Julia's reluctance to seek further promotion.

> ... I'm not really sure if I want that, if I want the stress involved with that ... I don't want to just get something that pays better and not enjoy it. That's what a move up the career ladder would do, it would pay better but maybe I wouldn't be doing what I want to do ... (in the position I'm in) you have responsibility but not complete responsibility. Maybe someday I'll want to move up further, I don't know. I look at people who are like in director of nurses positions and they're not that much older than I am and they might not even have as much education as I do but I don't know if they really enjoy what they're doing.

For Alyson, the young teacher quoted earlier, it seems that comfort is the main satisfaction she gets from her present job. But this is enough to keep her, for the time being, from looking for a better position.

> I think I've regressed ... I am very comfortable where I am now and the thought of trying to find a different job perhaps to get more experience is a little frightening. I am comfortable and don't want to change. I don't know why ... for awhile I want things to be stable.

Roxanne, an older woman in manufacturing, expresses both enjoyment of challenge and of a sense of relaxation and the ability to be herself in her present position. Roxanne's report, given above, emphasizes her enjoyment of challenge and stimulation. But she continues in the following way:

> I'm very much myself there ... working in a traditional corporate structure there were just so many things nagging at you, pulling at you to conform. There was always the idea of conformity to that particular institution ... just ways of making you conform to that particular way that they thought you should be ... at my present company there are those same problems but it's totally different because it's manufacturing I wear a hard hat to work. I feel a lot more relaxed. I think the people there are a lot different than they are at the bank. I feel good about what I'm doing. It's a totally different environment.

Roxanne calls attention here to the importance of "fit" between personality or self-image and work environment for a sense of being comfortable on the job.

We find, then, that the idea of work enjoyment is expressed, on the one hand in terms of comfort or relaxation. Relaxation can mean a sense of familiarity, safety or security, or a more positive attitude of doing what one likes to do and being oneself. The idea of progress is also expressed in a number of ways, often by the same woman. One sort of progress in advancement through the ranks of one's profession. Earlier we looked at some interview excerpts in which women expressed interest in career advancement. We said that both younger and older women talk about advancement. But the older women in our sample tended to more clearly envision long range goals and plans and strategies for achieving these. We compared the reports of Blair and Julia, young nurses, with those of Violet and Megan, older women in management. Further on, we shall talk more about the kinds of strategies women formulate to achieve their advancement goals. These same women also emphasize the rewards of a sense of achievement or success, sometimes with an explicitly competitive orientation. We have seen that both our younger and older women have expressed "success" or "achievement" in conjunction with job competence and often based on feedback from others. Recall Blair's report.

> Realistically I know I've been successful from the feedback I've gotten from those I work with ... I applied for staff level two ... with much prompting from my head nurses ... that kind of feedback for somebody to say 'You are doing this kind of work ...' that to me says I've been really successful, more successful than I thought.

Julia had given a similar report. The older women in our sample also depended on feedback from others to inform them on their successes, but they were somewhat more proactive in their attempts to win recognition, and some actually seemed to relish competition. Recall the report of Lucy, the financial consultant.

> ...the projects that I have done have been just marvelously reinforcing ... I think one of the most reinforcing things is that all my clients come from referral ... you need feedback outside of knowing that you have done something well ... it is also reinforcement that your competence is assumed. Everytime you start you don't have to start it all over trying to prove yourself in situations. If you don't have it you are going to fall on your face ... that you are treated as a peer I think ... is very reinforcing. I think that has always been there in the business community. Serious business is about making money.

And recall the report of Megan:

> Achievement. Competition. The excitement of knowing you are out there with a whole lot of other people who may want the same spot that you want but the challenge of competing with other people and the challenge of having a real problem set out for you that you can tackle and solve and then take credit for. The sense of accomplishment. I just love to have things to tackle and challenges out in front of me that I can really bite my teeth into and handle successfully.

Progress, then, can mean a feeling of productivity and mastery within a job role as well as advancement through the ranks. We might in fact point out that "success" and "achievement" -- aspects of development of the self within a particular job role -- is instrumental to advancement. Women are explicit in regarding job mastery or excellence as a way to recognition and advancement.

We might here make explicit a distinction that seems useful in understanding the professional development of these women. There seem to be two ways in which women think of their development in the work setting. They may be concerned with improving performance of their present job role. This concern, while general, is salient at the beginning of a new job, and among the younger women. In addition to development of job performance, a woman may be concerned with careering or progressively enhancing her position within her chosen profession or field. This may mean advancement within a company or institution, within a profession but across institutions, or even lateral job change or specialization. The basic difference is between development within a job and development of long range career goals. The point made above was that development of job performance is often a crucial step toward further career goals. However, job performance is often expressed as a concern independent of further goals, and on the other hand careering includes other strategies besides excellence on the job. Women in our sample have strategies both for enhancing performance and for enhancing careering. The former tend to be shared by the younger and older women in our sample, while the latter are much more developed among the older women. For example, while younger women like Blair and Julia are able to look back and infer their success from subsequent recognition and promotion, older women anticipate recognition and promotion on the basis of present competence or excellence. Marjorie, a woman in management, describes her attempts to develop within her job role, anticipating opportunities to move ahead.

> I've done a great deal of application and researching, analyzing my work environment, analyzing my responsibilities, looking at opportunities where I could take on more responsibility which was a way of demonstrating my capacities so that I could move myself into another promotion type area.

Megan also recognizes superior performance of her present role as a strategy for promotion.

> I am at a very good spot right now. I am running a first shift operation very successfully under less than ideal circumstances because one person retired early at the request of the company which speaks for itself. Another person was almost squeezed into leaving the company, which speaks for itself. And myself and another supervisor have been running our areas with less than the normal amount of supervision. We've been doing it successfully so I think we are both very pleased with that. Our departments are probably in the best shape of any departments in the whole manufacturing facility and that is pretty exciting. So I am really happy with where I am right now because I know that what I am doing now is going to help me take the next position. I know I am being considered for things beyond what I am doing now in the marketing area, and I know the only reason I am being considered is because I am doing a job where I am at. I am doing better than average.

An area of major emphasis among both younger and older women for enhancing performance of the job role was further development of one's interpersonal skills. Asked what she thought were the most important abilities needed for her new job, Sarah Jo, a young nurse, made the following observation:

> Leadership ... along with leadership you have to know how to tell them politely, and yet be effective, this is the way I would like it done ... you have to be able to say how you want to handle the situation and then go about telling the people that are supposed to be under you that they have x number of jobs to do and that is all there is to it. Nurse's aides or LPN's, someone you are supposed to be able to tell what to do because you are the person in charge. They have been there twenty years and they think they're going to tell

> you what to do. That is why leadership is really important. Leadership in being able to say effectively that you are not going to do it, without making them mad.

Sue Ann, a young woman teaching liturgical music in a church setting, also speaks of the importance of developing interpersonal skills.

> I had to learn how to work with people from a liturgical standpoint which isn't easy ... it's more difficult working in a church situation and trying to work with worship aids and different styles of worship ... especially ... where there are kids all the way up to people who are 80 years old and people who are very liberal in their liturgical thinking and people who are very conservative. I had to learn a whole new area of working with people that way. I am still learning. I don't know everything now at all but when I got into the job, that is when I started learning how to handle people mainly.

Celeste, an older woman in management found the development of interpersonal skills extremely important for performing the new job which eventually lead to a promotion.

> Dealing with people to me is not easy ... part of what I learned working at the job is being able to understand and being empathetic. To put yourself in somebody else's position helps a great deal to accomplish your task ... I started out on a job that was very much isolated. I was a load planner ... you're pretty much by yourself. I was good at that. I loved it ... Then they pushed me to the ticket counter ... and I ended up ... having to work with the public which I had never done before. I think at first I was very stiff ... it was my nature not to be very outgoing with people ... when you work in an airport you have to deal with all kinds of feelings because there are people that are angry. You just deal with all sorts of emotions in addition to all sorts of people. You have to be able to relate to all those different kinds of people and show them you are concerned about them. I found that the biggest challenge of the whole job ... the job of working with the public had helped me a great deal in working with people that I have now in the office.

It seems that the development of interpersonal skills is a central aspect of competent job performance for most of the women in our sample. We find that interpersonal strategies are also prominent, especially among our older women. Interpersonal strategies are strategies for career advancement that recognize that one's relations with others in the work setting influence the course of one's careering. April, a young teacher, recognizes the importance of colleagues.

> Being able to get along with the people you work with is very important when you are new and the rest of them have been in school for however many years. If you don't open your mouth and ask what time you take the kids to lunch, you're not going to know.

April also speaks of the importance of learning job competence by modeling one's actions on competent colleagues.

> Last year my cooperating teacher ... was really fantastic ... she was my best teacher. She really knew how to have rapport with the kids that age. She knew how to discipline them, she knew how to motivate them. It worked out to be to my advantage that we shared the classroom because what better way is there to pick up hints than to have another teacher in the same room.

We recall that Sarah Jo, a young nurse, recognized the importance of developing leadership skills to establish her authority. While these and other reports of the younger women in our sample demonstrate their awareness of the need for satisfactory working relationships with subordinates, peers and superiors, the older women have much more complex strategies for developing relationships which will enhance their careering. Violet describes her strategy.

> ...I try to let people know who I am, what I am about, where I am coming from. I have done that in several ways. The company had an art contest which I won. A lot of people then recognized me as an artist ... that was another thing I learned ... make yourself visable ... I tried to build a relationship with everyone and anyone, even the cleaning people who walk by. I tried to make myself visable by getting to know a lot of people. I guess that must have worked to a degree because I am a member of the management club; they needed to fill a vacancy so the president of the club asked me if I would fill in the remainder of the term as vice-president. I was overwhelmed when they asked me first of all but I said no I couldn't ... I said ... there are other women on the board and I think they should be moved up ... if you don't move the women up, I think you should move some of the men up because it just wouldn't be fair. I could see that as destructive to me if I walked in and became vice-president. In December they asked me if I would accept the nomination for vice-president when elections came around ... now I am a nominee ... and I am very pleased with that.

Violet's strategy recognizes the value of knowing people and of standing out in certain ways. But it also appreciates the possible adverse effects of accepting honors where they might be regarded as unfair or inappropriate by others involved. Her strategy of "visibility" takes into account the responses of others in her work environment. Marjorie, another one of the older women in management, also bases her strategy on the ability to take the other's perspective.

> ... I have been gradually learning how to use my small group theories and relate them to the strategies that men use because I am dealing with all male staff people ... they strategize over the simplist things such as maybe who's going to go on coffee break. Some of it seems absurd to me but that's how it is so I have to deal with that ... that is something I'm working on all the time. I think I'm making strides because I know when I have established rapport with the department head and when I can accomplish something with him. I've learned how to ... pick up on those signals and to back off a little bit and wait awhile and maybe develop another round-about route. For example, right now I have one department head who is intimidated by this new equipment insofar as he sees his personal secretary not having control of his work. When I attempted to get her to be trained in this program I got a flat no. I shouldn't have come on so directly and said I want her to learn to operate this equipment. Rather what I needed to do was ... show to him how we can get this (project) done very rapidly ... much sooner than before. Where he's had a problem in getting the work coordinated and out. If I could show him that ... we can eliminate that, I'll have him on my team.

The interpersonal strategies of the older women in our sample emphasize empathy or taking the perspective of the other, even when the other is an "opponent" of sorts, and generally calculating the responses of a complex social environment to their action within it. We can say then, that both the younger and older women in our sample are concerned with developing their performance of their present job roles and with advancement of their careers. Older women are more apt to anticipate future rewards for excellence in terms of advancement. The development of interpersonal skills appears to be a central area of job competence for most of the women. The development of interpersonal relationships is an important strategy, along with developing job performance, for career advancement. A third variety of careering strategy, found mainly in the reports of the older women, involves routing or channeling. Routing or channeling means having a distant career goal and a plan for what intermediate steps in position, knowledge or skill, will bring one closer to the goal. Foregoing excerpts from the interviews of Violet and Megan exemplified this kind of thinking. Megan gave perhaps the clearest example of a channeling strategy.

> I know that I want to remain a generalist. I don't want to become specifically manufacturing oriented so that is the extent of my career development. I don't want to switch over to finance and become a financial person where that may be the extent of where I am going. Rather, I would like to go into marketing where I feel if I can join the marketing development force, I can become involved in economics ... in marketing I see an opportunity to remain this generalist ... I think I need that to go where I am going. I really want to run the whole show in an organization and I think in order to

> be able to do that, you need to have experiences in all different areas. People who are doing what I would like to be doing are not steeped in any one area. They have experience across the organization.

Subsumed under the broad major strategies of performance, relationship and channeling, women identify a number of means by which such strategies are implemented. In relation to developing performance, we find, besides the development of interpersonal skills, development techniques such as researching, instructing, doing self-assigned projects, learning from more experienced others, and taking on new responsibilities. With respect to the development of relationships, development of interpersonal skills is also of central importance, but women also speak of adjusting themselves to the expectations of others in the work environment, accepting the need to prove themselves, participating in "extracurricular" activities outside of the job within the same organization, and joining professional organizations independent of the place of employment. The strategies for channeling include specialization or it's avoidance, (as in Megan's case), changing jobs for continued learning of new areas, taking related courses, changing companies for opportunities to take new positions, taking less preferred jobs for entrance into companies one would like to make a career with, or to learn skills that fit one for the positions desired, and participating in "extracurricular" activities within the organization that enhance one's candidacy for the desired position.

Up to this point we have been talking about the rewards of careering, in terms of actual satisfactions, expectations for the future, and plans or strategies for the fulfillment of longer range goals. The reports of our alumnae show, however, that disappointments, dissatisfactions, problems, and obstacles, and the individual's response to these, are also important aspects of careering, with effects on job performance and the course of one's career. We have already spoken about the most disruptive kind of job crisis experienced by our graduates; the feeling that for whatever reason (individual or environmental) it is impossible to perform the job role well. This experience seems invariably to lead to a change of jobs and sometimes to a change of professions. We have also seen that some women will change jobs when they begin to feel that the work is no longer challenging or that there is nothing more to be learned. Some women express dissatisfaction with work when they feel that the present job situation does not hold opportunity for advancement. Andrea, a young nurse, sees her nursing position in this way.

> I guess the thing that I feel frustrated with at this point is room for opportunity for advancement. I feel frustrated with that and maybe the only way is to explore more and find out what's available in grad school ... I just feel it's a dead end in nursing.

These disappointments in performance, challenge and opportunity for advancement correspond to the major work satisfactions of competence, enjoyment and progress. A woman's response to such disappointments influences the course of her careering. As we said, the first type of disappointment invariably led to a change of jobs if not a change of profession. Interestingly, older women did not speak of this kind of dissatisfaction. It may be however, that the older women were simply more able to create additional challenges for themselves within a given job role, or that advancement strategies supplanted job change as a method for gaining a more interesting position. The latter possibility is suggested in the interview of Violet who took a job she didn't really desire to enter a company she wanted a career with. Some women, such as Alyson, the young teacher, did not make plans to correct this kind of security and stability. Lack of opportunity for advancement from a present position is not a frequent complaint among the women in our sample, possibly because they have not been working long. Andrea meets this problem with a tentative channeling strategy: going back to school for further credentials or specialization. In general, channeling strategies seem to suffice for most of these women, to provide a satisfactory plan for advancement.

Among the younger women in our interview sample, another kind of disappointment is very prominent and quite interesting. It is infrequently reported by the older women. This kind of disappointment might be called "disillusionment;" it occurs when the woman's experience of reality contradicts her idealistic preconceptions or expectations about her job role or her career. Such disillusionment seems not to be generally disruptive to the course of careering unless a feeling of inability to perform adequately was also involved. Disillusionment resulting from reality confrontation had several primary themes which we might call role perception, effectiveness and interpersonal ideals.

A number of young women were disappointed by a discrepancy between the way they had understood a given job role and the way they found their job roles understood in their actual work environment, or the way they themselves perceived their job role once into it. The most outstanding example of this is the report of Hope, a young music therapist.

> When I started I was more satisfied with my role as music therapist and having music groups. Since then I've become a little less satisfied. I want to be recognized as something separate. I think the nursing staff often times looks at me as if I am there to entertain the patients when I come ... a lot of them thought I was just a volunteer coming in to play records, I would be conducting a group and a nurse would bring in somebody and say 'You like to sing, why don't you join them?' That wasn't the object. Maybe this person didn't fit into my group and the goals, so it was kind of difficult ... I conduct my groups in the dining room where I compete with traffic ... with housekeeping ... the PA ... playing Muzak and ... TV. ... If the nursing staff would be a little more encouraging with the patients to get them to my groups because a lot of them are just content to stay in their rooms. Occasionally I've had a run-in where the nurse

> would say 'He doesn't want to go, we'll leave him alone.' That's frustrating because ... we should be working together getting people out and involved in activities in the nursing home.

Part of Hope's problem seems to be a real misperception by the nursing staff of Hope's "official" role. Nevertheless, the nurses' perception of Hope's role is the actual reality with which Hope must live. But Lorraine, a young nurse, also experiences role disillusionment. Asked if she sees things differently now than when she was in school, Lorraine reports:

> Nursing for one thing, I didn't really know what nursing was when I was a student ... I think my view of nursing changed. I got to know what nursing is. I think that changed my view of nursing ... If I was going to do it all over again I wouldn't be a nurse. I wouldn't go into it again because what they say is true. I'm the middle person between client/patient and the doctor. You are always in the middle and you never get credit where credit is due ... Nursing is lots of stress ... I still think in a lot of ways I am going through reality shock. I really didn't know what to expect.

Even though Lorraine says that if she had it to do over, she wouldn't go into nursing, she does not plan to leave the profession. She has tentative plans to continue her education and become more specialized in her field.

A second and common source of disillusionment was an idealized expectation of effectiveness, or in other words, idealized standards for what it would be possible to accomplish within the framework of a given job. This disappointment could but did not necessarily include dissatisfaction with one's own competence. Asked in what way she had not been prepared to go out to work after college, Clarice, a young nurse, responded:

> ... I felt they set too much of an ideal for me to live up to, the ideal nurse, the ideal woman, the ideal career. When I got out there, it's not so ideal. There are a lot of things I really don't think I could become that way. They gave me too much to expect. It was a big letdown, a big come down to see that people aren't really like that.

Alverno women are exposed to the particular ideal of becoming an agent of change in society, in their professions and in the institutions and organizations for which they work. Lee, another young nurse, found this ideal more easily said than done.

> First thing is to take it very slow cause you come out of college and you're very idealistic and it's not that way. Change happens very slow ... when you come into a hospital and you see how a certain routine is done you say well why don't we do it this way. Even if everybody agrees it still will take a long time for it to happen. And you can get very frustrated. To recognize the change comes very slowly, if

> you can learn that it's going to be a major way to keep your sanity. That's one of the biggest things I think I got upset with because you see something wrong, or not really wrong but you see it could be done a better way, it would take forever to change or it would not change. You begin to feel like why am I even here?

April, a young teacher, also finds that her ideals of job performance are impossible to meet in the actual work situation.

> I guess I was shattering my theoretical bubble of education. Never tell a child not to do something unless you explain why and talk to him about it and make sure his feelings aren't hurt and make sure he understands how he's going to do it from now on. You don't have time for that especially when it's something like getting up in the middle of class and sharpening his pencil. I really don't have time to discuss it. I really envisioned myself having these little conversations with kids every time I had to correct them. I'd be talking all day and not teaching. So I guess that was a little bit more reality.

Gwen, a young woman who actually left her teaching job for work in another field, had a similar experience of not being able to meet her ideals of effectiveness. But for Gwen the disillusionment was mixed with a sense of personal failure.

> ... generally speaking I felt unsuccessful because I wasn't meeting the goals that I had set for myself in that position and that in itself was enough to make me feel really rotten. I think I am able to be real goal directed. In college ... I was. I also set goals for myself for when I would teach and almost none of them were met. I felt real bad about that. I didn't like not teaching the children the way I hoped I would be able to ...

As Gwen continues her report it is evident that a sense of her own inadequacy to perform her job competently is an important factor in Gwen's disillusionment. Such an interpretation seems to be related to whether a woman decides to leave her job or even her profession or whether she adjusts her expectations to the constraints of her work environment. When a woman's disillusionment with her effectiveness on the job was seen in terms of her own professional inadequacy, it was always a crisis and disruptive to careering. The only solution was a change of jobs or career change. When disillusionment was seen as a simple de-idealization of the work role, adaptation seemed to occur readily.

Finally, many examples of reality confrontation involved the disappointment of ideals of interpersonal relationship in the work setting. Even the older women in our sample experienced disillusionment of this kind. Disillusionment with interpersonal aspects of work contributed to Gwen's crisis.

> Another thing is I wasn't real successful in making good, long-lasting friendships with the people that I worked with and that might be all a part of the way I felt about what I was doing in the classroom ... A goal that I hoped to achieve that wasn't being met was being able to deal with the parents in a way that I thought was good and beneficial to the student ... the parents I worked with just didn't have that kind of caring attitude that I hoped they would have. That colored my perception and made me less able to meet the goal that I had set.

April, another younger teacher, finds that some interpersonal relationships don't operate according to the ideal model she's been taught.

> In my career I suppose the thing that's most difficult, I still have a hard time accepting the pastor at our school. It seems to me that there's no point in being assertive with him. It's hard for me to deal with people like that and I really never thought about what would happen if I really ran up against a brick wall. I never dreamt that that would happen. I always thought that everyone I met would be workable at least. ... I guess that would be the one that surprised me, having to accept the fact that this guy is not going to change ...

For Sue Ann, a teacher of liturgical music, interpersonal disillusionment involved a threat to her professional values and ethics.

> I was working with a certain group of people that all of a sudden they expressed a viewpoint that was so opposite from my own that it just really killed me inside. This certain choir wanted to go into a concert and fake it, in a big performance situation ... they were going to go in and fake this music. When that happened I became so mad. The tears were coming and everything else, I said I just refuse to work with that group any longer ... it was such a shock that people actually did feel this way about something that was so personal to me and it was so opposite of what I felt. It seemed like such an attack on my music morals. It was just such a shock that I still haven't gotten over it really.

The older women, too, experienced disillusionment with interpersonal relationships at work. Violet gives the following account.

> ...at Alverno ... I had been used to this open communication, this assessing strengths and weaknesses. All of a sudden you go into the outside world and people aren't coming from where you are ... I thought in my own little world that everybody was on my level, Alverno's standard levels of open communication. The first thing I found out was that some people are not. I think that was the biggest reality. I was

> very trusting of people, telling them my feelings, they would ask me how I felt. I found that they would turn around and go to my superior and use whatever I told them as something against me ... sometimes people can take a small word, a gesture, a phrase, or a joke and turn it against you. It is very competitive out there.

Megan, like Sue Ann, finds that not everyone in the work setting shares her ideals or standards of achievement.

> I'm learning that I can't expect out of other people what I expect out of myself because their goals aren't the same as mine. I am learning to live with the fact that other people don't place as much importance on work as I do and that a lot of people are content with where they are right now.

But unlike Sue Ann, Megan finds a satisfactory solution in adjusting her expectations to the standards of those she works with.

> I've changed in that respect. I think when I started out I just thought everybody should want to move ahead ... I was all fired up ... now ... I sit back and am a little more relaxed and a little more understanding of other people's goals and objectives ... and there is a difference between calming down and letting yourself go ... So now I learned a happy medium where I still want as intensely the things that I have ... as goals but I'm going about accomplishing them at a more energy conserving pace and get probably a more effective pace as well.

We might conclude that the older women in our group are less easily surprised when aspects of the work setting don't match ideals, and are quicker to adjust to this kind of disappointment. In most instances "reality shock" is met with some kind of adaptation that involves recognizing the constraints of the actual situation without feeling that one has lost one's standards. The exception is the case in which the woman's own adequacy to perform her job role is doubted. In these cases a job change or even career change is made to restore the woman's feeling of competence and effectiveness.

In addition to situations which bring the woman's idealistic expectations into confrontation with reality, women encounter certain, not necessarily surprising, obstacles or problems in their career development. These can be at the level of immediate performance or at the level of careering. In keeping with the emphasis on interpersonal relations found in career development strategies, we find that most problems in the work setting are interpersonal as opposed to, say, institutional or technical. This held true for younger and older women alike but older women tended to conceptualize interpersonal problems in a somewhat different way. Among younger women, interpersonal problems were seen as conflicts which were obstacles to job performance. As such, the goal was to remove the obstacle if possible.

Confrontation appears to be the preferred method. Lindsey, a young nurse, gives the following report:

> At the hospital I work at there was one person in particular that gave me a hard time from the moment I was employed there ... I was an RN, or GN and she was an LPN. She had been there for about a year or so. Whenever I worked with her she would take charge of the situation and would not allow me to feel as I was a team leader. I had to learn how to cope with that situation ... adapt and learn what to do about it ... the background that I had here at Alverno really helped me in terms of interpersonal communications ... The first time that happened I let it go ... it didn't help the situation any. So what I did was I just took the matter and confronted her ... I learned how to deal with that specific solution ... and found out it wasn't really my problem, it was her problem, I was an innocent bystander ... that she could take her frustrations ... out on. I dealt with it in a way I thought was best and it seemed to get an end to the problem.

Lindsey sees her problem as an impediment to performing her role properly and she meets the issue by confronting her co-worker with her complaint. Clarice, another young nurse tries the strategy of confrontation to correct a problem with one of her superiors.

> I have a problem with one of my superiors ... I feel she feels inferior ... and she has to prove ... that she knows more than me. It's very unsettling to find someone that is trying to make you seem inferior and when you know that you're not ... she treats me very demeaning like I don't have brains in my head. It's still a problem that's ongoing and I've tried different ways of solving that like ... confronting her with how she's making me feel. That ... had an effect I didn't want. It made her very cautious around me...That's not resolved, I'm still working on it.

Notice how the obvious solution for both Lindsey, and Clarice is "confrontation," or rather directly communicating one's complaint to the offender. Recall also the reports of April, a young teacher and Sue Ann, the teacher of liturgical music. April had difficulty relating to the pastor in her school.

> I still have a hard time accepting the pastor at our school. It seems to me that there's no point in being assertive with him. It's hard for me to deal with people like that and I really never thought about what would happen if I really ran up against a brick wall.

Sue Ann, assigned to teach a choir that "wanted to fake the music" responded in the following way:

> I said I just refuse to work with that group any longer ... a couple of people ... one very opinionated person ... decided

> that she did not want ... to put in extra time on extra music ... so as long as they could follow along on some words and ... turn the pages at the right time they thought they were doing okay. I'm sorry but I don't fake anything ... I just walked out ... got in the car ... and I said that is it, I'm quitting ... Contract talks were soon after that and I went to them and said 'There is no way I am going to work with that situation any longer. I will be glad to be an advisor but I will not work with them every week' ... they wanted me bad enough to stay at the place that they were willing to work something out which I thought was terrific.

Asked if there was anything she learned at Alverno that helped her resolve the situation, Sue Ann replied:

> Assertiveness training, where I know I would not take it and I was able to put into words tactfully. I said there is no way I can work with these people anymore, knowing how different they are from my music morals, my musical values ... I really knew what I wanted. I knew how to go about getting it ...

These women resolve or attempt to resolve their interpersonal conflicts at work by using the interpersonal skills they have learned in school, but their selection of techniques and strategies is somewhat limited. Specifically it is limited to self-assertion and confrontation of the "adversary" along with reliance on the support of favorably disposed colleagues and superiors. In comparison with the older women in our sample, the younger women have a more limited vision of the interpersonal situations they encounter.

Older women experience interpersonal problems in the work setting, but they speak about these in a somewhat different way. Consider, for example, the report of Roxanne, describing her transition to a new management position in manufacturing.

> ...During this transition I was being tested. I must say ... I had never ever experienced anything quite like this before ... There was just this whole trial period of seeing how far the people on the floor could push me, the hourly production workers and the supervisors. Because we're monitoring production ... we have authority and responsibility. However, if a production person doesn't want to take care of a problem they don't do it. This is where this whole business of interpersonal skills ... comes in ... I remember one day where I held some pallets and the crew superintendent came up and he started screaming at me. He said 'Why are you holding these pallets' ... 'What is wrong with you, there's nothing wrong with this.' This big harangue must have taken 15 minutes. He took my ticket I had written up ... and ripped it up in front of me. Power play, right? Well how do you deal with something like that? So I said something like, 'Well Bob I hope you intend to rewrite those hold tickets.' After this whole harangue ... he did rewrite those tickets.

> He said 'I have to congratulate you on how you handled yourself' because I remained cool ... I didn't lose my temper, I remained reasonable. He said 'The last person I did that to, a woman of course, started to cry.' He's constantly doing these things to find out how I'm going to respond under pressure.

Notice in Roxanne's report, the interpretation of her "adversary's" actions in terms of his strategy. She is "being tested," he is seeing how she will respond under pressure. Roxanne does confront the superintendent with this observation, but from an understanding of the opponent's position, plays the game to gain advantage. Marjorie's report shows a similar attitude.

> ...I have been gradually learning how to use my small group theories and relate them to the strategy that men use because I am dealing with all male staff people ... They strategize over the simpliest things ... I would say that is something I'm working on all the time. I think I'm making strides because I know when I have established rapport with the department head and when I can accomplish something with him. I've learned how to back off a little bit and wait awhile and maybe develop another round-about route. For example, right now I have one department head who is intimidated by this new equipment insofar as he sees his personal secretary not having control of his work. When I attempted to get her to be trained in this program I got a flat no. I shouldn't have come on so directly and said I want her to learn to operate this equipment. Rather, what I needed to do was ... show him how we could get (the project) done very rapidly in ... much sooner than before. Where he's had a problem getting the work coordinated and out, if I could show him that with this new equipment we can eliminate that, I'll have him on my team.

Several features characterize the reports of the older women that are not typical of the younger women in our sample. First, the older women respond with empathy, or an understanding of the opponents perspective and take this into account in their actions. They are not lacking in self-assertion, but they recognize that direct assertion of their own position is not always the most effective way of accomplishing their goals. There seems, in fact, to be an unspoken acknowledgement of the other's right to an adversary's role, of the right to challenge. Finally, the older women tend to meet interpersonal conflicts not with confrontations, but with strategies designed to make the opponent an ally, to win respect, to "establish rapport" to "have him on my team." This bespeaks a recognition of the long-term importance of establishing good working relationships, the recognition that relationships in the work setting affect careering. While the younger women in our sample think of interpersonal conflicts chiefly as immediate obstacles to role performance, the older women regard them as part of careering strategy.

From what we have learned from our respondents, we can summarize the main points of their professional development. First of all, we find that most of the women in our sample regard their work as a "career" and not "just a job." This is evidenced by their interest in developing role performance and in advancement. The older women have more sophisticated careering strategies and plan further into the future. The younger women tend to be more concerned with developing their expertise in the immediate job role. This does not mean that the older women neglect developing their expertise, but only that they are able to do so while at the same time planning for the future. Major strategies were excellence in performance, interpersonal alliances and channeling.

We found that the major expectations and satisfactions for women in careering were work enjoyment and progress. While these were defined in different ways for different women, both were dependent on a basic feeling of competent performance of the job role. When a woman was severely disappointed with her ability to perform her job role, she experienced a crisis highly disruptive to careering. This crisis seemed limited to the younger women in our sample. Job or career change restored the feeling of competence. While most women were interested in advancement, some at least temporarily chose to limit advancement in favor of job enjoyment or security in role performance. We suppose that the latter choice is related to the need to feel competent in one's job role. Other women, who had become too secure in their role performance, sought lateral job change for continued learning, an aspect of both job enjoyment and role development.

Early career experience held some disillusionments, especially for the younger women in our sample. Disillusionment or "reality shock" occurred when the woman's idealistic expectations confronted the real conditions of the work situation. The major areas of disillusionment were in role perception, ideals of effectiveness, and interpersonal ideals. Even the older women in our sample experienced disillusionment in standards of interpersonal relationships on the job. Disillusionment was not, by and large disruptive to careering. It was generally met with adaptations in attitude that recognized the constraints of the work situation without a sense of loss of standards. The exception was disappointment with effectiveness when this involved feelings of inadequacy of performance. This was the inability to feel that one was acting as a competent professional within one's job role. It led to job or career change.

We would like to point out here the general importance of interpersonal relationships as a theme in the careering experience of these women. First, the development of role performance is often the development of interpersonal skills. Secondly, one of the three major types of careering strategy is the cultivation of interpersonal relationships that affect or are expected to affect advancement. Third, many of the disillusionments women experience involve interpersonal ideals, disappointments with work relationships or with the values and attitudes of others with whom one must work. Even the older women in our sample experience this kind of "reality shock." Finally, the problems or obstacles women encounter in the work setting are primarily, if not entirely, interpersonal conflicts, and not technical or institutional problems. In the last respect, we find once again that the younger and the older women in our sample have different perspectives on resolving these issues. The younger women confront interpersonal conflicts as obstacles to immediate role performance. Their goal is to remove the obstacle. The older women look for resolutions in terms of careering strategy, recognizing a "game" quality to adversative relationships and try to make adversaries ultimate allies. The older women select a wider range of interpersonal strategies that generally take into account and respect the "opponent's" point of view. For older women, interpersonal conflicts on the job are not seen as obstacles they expect to remove in a single confrontation, but rather as challenges to win the adversary's respect and cooperation and, in the long run, establish an alliance.

Overall, then, we can say that both the younger and older women in our sample regard their work as a career with a future. Both express ideals of professionalism and interest in professional development. For younger women, however, the primary interest at this time is the establishment of their professional competence and the development of their role performance in the present job. Older women are more farsighted and complex in their career strategies. This is reflected both in their adaptations to their present job roles, and in their planning for the achievement of long range career goals.

SECTION III:
EXPECTATIONS AND REALIZATIONS FOR LEARNING AND CAREERING AFTER COLLEGE

For Alverno students, the rationale for a college education is career preparation. Most students attend Alverno to obtain knowledge and skills that will make them more employable. How do the expectations of students and realizations of alumnae compare (Mentkowski & Doherty, 1983)? What does the graduating student expect from her education in regard to careering? What educational, career and personal goals do alumnae realize after college? How do both these groups evaluate college learning as career preparation?

We are beginning to answer some of these questions through this initial follow-up study. Information provided by seniors and alumnae in this cross-sectional study allow us to make some initial generalizations about Alverno students' expectations and alumnae realizations for careering after college. We also explore senior expectations and realizations for lifelong or continued learning and goal importance and achievement. And we study specific aspects of college experiences that affect goal achievement.

Sample and Instrument

The Alverno College Student Careering Questionnaire (Mentkowski & Bishop, 1981) (Appendix II) and the Alverno Alumna Careering Questionnaire (Appendix III) (Mentkowski & Bishop, 1980) were administered to two groups of students. One group consisted of students who entered Alverno's Weekday College in Fall 1976, and were graduating seniors at the time of the study. The other group were members of the 1978 graduating class and were two-year alumnae at the time of the study.

The questionnaires were designed to be parallel. The alumnae group gave responses based on their actual career experiences since graduation and the seniors reponded based on their expectations shortly before graduation. For example, alumnae were asked, "How satisfied are/were you with the first position you held after graduation?", while the graduating seniors were asked, "How satisfied do you think you will be with your future position?"

Alumnae

In the spring of 1980, the alumnae responded to the Alverno College Alumna Careering Questionnaire as part of our followup of Alverno graduates. In all, 56 of 63 (89 percent) of the former students responded. Seventy-one percent of this sample were 23 or 24 years old at the time and 29 percent were in the 25 to 52 year age range. Fifty percent of the sample were nursing majors, 23 percent chose music-related majors, 11 percent were management majors, 10 percent were education-related majors, and 6 percent were either English, Spanish or math majors. Of this group, 91 percent were employed while in school and 92 percent had paid work experience before coming to college. Thirteen percent had obtained college credits before coming to Alverno.

At the time of the study, 42 percent of the alumnae were single, 53 percent were married, and 5 percent were divorced or separated. Twenty-seven percent of alumnae reported having children living at home: Of these, 38 percent have one and 38 percent have two children living at home, 19 percent have three, and 6 percent have one child living at home.

Seniors

Of the 63 graduating seniors responding, 75 percent were traditional age students (23 years old or less) while the remainder were in the 24 to 55 year age range. Fifty-seven percent majored in nursing, 13 percent in education, 6 percent in music-related fields, 6 percent in management, 5 percent in art or music therapy, 3 percent in biology, 3 percent in math, and 3 percent in medical technology. The remaining 4 percent were in religious studies and sociology.

Twenty-seven percent of these seniors had previous college credits when they entered in 1976. Ninety percent had paid work experience while in school and 92 percent were in the work force before college.

Of the graduating seniors, 76 percent were single at the time of the study, 19 percent were married, and 5 percent were divorced or separated. Seventeen percent had children; of these, 50 percent had either one or two children living at home and 50 percent had three to five children living at home.

The two groups of participants are very similar in age range, type of majors, and previous work experience. The fact that the senior and alumnae group characteristics are comparable enables comparisons between the two groups. Two variables on which the groups do differ is in the percentage of those married and those single, as well as the presence of children in the home. More alumnae than seniors were married and had children at the time of the study. Any conclusion made based on these variables will need to be discussed in light of these differences, but this finding is an expected one.

Expectations and Realizations for Careering

What happened to the alumnae as they left school and what do seniors expect during this transition? Ninety-six percent of the two-year alumnae sought employment after graduation, and all of those sought positions that were related to their majors. Everyone reported that they were successful in finding a position. Eighty-nine percent said their job was directly related to their major, while another 8 percent said it was somewhat related. The alumnae found positions in the following occupational areas: medicine and health, 49 percent; education, 29 percent; entertainment and recreation, 7 percent; administrative specializations, 2 percent; managers and officials, 9 percent; and computing and accounting fields, 4 percent.

Salary levels for the initial position were: 29 percent $9,000 to $11,999 and 29 percent $12,000 to $14,999. Eight percent received higher salaries compared to 34 percent in the lower salary ranges (i.e., 6 percent, less than $3,000; 4 percent, $3,000 to $5,999; and 24 percent, $6,000 to $8,999).

An equal number (95 percent) of the graduating seniors expect to seek employment after graduation. Of those responding, almost 50 percent expect their first salary to be in the $12,000 to $14,999 range with 25 percent expecting salaries in the $9,000 to $11,999 range. When asked if they think they will find a job, 83 percent responded "I am sure I will find a job in my major." Another 13 percent were not quite as sure that they would find a job in their chosen area.

It is apparent that the majority of Alverno graduates expect to work after graduation. Alumnae data show that indeed, alumnae do obtain positions. While 83 percent of the seniors expected to find positions in their majors, most alumnae (89 percent) stated that they found work directly related to their major. In addition, a greater percentage of alumnae (96 percent) are employed compared to their mothers (46 percent). For the graduating seniors, 95 percent expect to be employed while about 50 percent of their mothers work outside the home. If we assume that most graduates and alumnae obtained professional positions after graduation due to their education, Alverno graduates are considerably more upwardly mobile than their mothers. Compared to their daughters, 19 percent of the alumnae mothers and 21 percent of the senior's mothers had "professional" occupations.

Expectations and Realizations for College Learning

What have the Alverno graduates encountered with respect to their careers? Table 1 compares the responses of the two groups to items of career expectations for the graduating seniors and career realizations for the alumnae. The response format is a 4-point scale ranging from (1) excellent or very satisfied, to (4) poor or very dissatisfied. (One item is different. "To what extent was/will the work in the first position you held after graduation be consistent with your abilities as you see them?" has a 3-point scale ranging from (1) the work is very consistent with abilities, to (3) the work is inconsistent with my abilities.)

Seniors and alumnae gave similar responses regarding how well Alverno had prepared them for their first position. The graduating seniors responded significantly more favorably on the following items: The extent to which their work will be consistent with their abilities, how well they think their future job will offer the potential for advancement to higher or better

Table 1

Comparison of Graduating Students and Two-Year Alumnae Responses on Career Expectations and Realizations

	1978 Graduating Students as Two-Year Alumnae (n = 56)		Entering 1976 Weekday Students in 1980 (n = 63)			
	M	SD	M	SD	t	df
Alverno Preparation for First Position	2.13	0.86	2.19	0.95	-0.33	113
Work Consistent with Abilities	1.57	0.67	1.24	0.50	2.96^{1}**	95
Potential for Advancement to Higher or Better Position	2.33	0.99	1.57	0.73	4.56^{1}***	90
Potential for Advancement in Chosen Career	2.17	0.90	1.68	0.71	3.26 ***	113
Satisfaction with First Position	1.88	0.80	1.54	0.56	2.55^{1}*	85
Advantage as Alverno Graduate of Finding the Position You Want	1.86	0.47	2.43	0.82	-4.54^{1}***	101

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[1] t-test with separate variance estimate used.

*$p < .05$

**$p < .01$

***$p < .001$

positions, how much their future job offers in potential for further advancement in their chosen career, and how satisfied they expect to be with their first position. Alumnae responded that they had a better advantage than seniors expected to have on the following item: "Do you think you had an advantage or disadvantage in getting the job you want because you are an Alverno graduate, compared with the average college graduate?"

These significant differences in response indicates higher expectation for the seniors than realizations for the alumnae on some aspects of careering. A higher mean rating indicates dissatisfaction in Table 1. In no case are the mean ratings higher than 2.4 (which can be considered a middle rating between satisfied and dissatisfied on a 4-point scale)). This indicates that both the alumnae are satisfied and the seniors expect to be satisfied on these aspects of careering.

Table 2 shows the comparison between responses to questions about Alverno educational experiences. There are no differences between the motivational and personal learning efforts made by the groups (both are above average on the 3-point scale). In rating various aspects of Alverno on a 5-point scale, the alumnae, in general, gave more favorable ratings in retrospect than did the graduating seniors. Alumnae rated "Faculty excellence;" "Contact with faculty;" "Classroom teaching, in general;" "Careering advising;" and "Assessment, in general" significantly higher than graduating seniors. These alumnae gave a rating of 3.4 or better to most items on this 5-point scale, indicating moderately high satisfaction with their Alverno educational experiences.

The graduating seniors gave a significantly higher rating to one item than did the alumnae: "Rate personal contact with professionals in your field." There was no difference between the groups on a 10-point scale with both groups indicating an above average (about 6.5 rating) score in rating the item: "If you would not now choose Alverno, and the college you would like to have attended were rated 10, how would you rate Alverno, on a scale of 1 to 10?"

These results indicate that these alumnae carry a favorable impression of their educational experience at Alverno after two years. Although the 1980 graduating seniors did not rate these aspects of their educational experience as high as alumnae did, most of the mean ratings are better than a 3.0 on the 5-point scale. This indicates that the graduating seniors also had a generally positive attitude toward their educational experiences.

Expectations, Realizations and College Preparation for Continued Learning

Another area we wish to examine is the extent to which Alverno students express a commitment to lifelong learning. Do students and alumnae give importance to further education? How do present and former students assess their educational preparation for continued learning after college?

Table 2

Comparison of Graduating Students and Two-Year Alumnae Responses on Aspects of Their Educational Experience at Alverno

	1978 Graduating Students as Two-Year Alumnae (n = 56)		Entering 1976 Weekday Students in 1980 (n = 63)			
	M	SD	M	SD	t	df
Motivational Investment While Attending Alverno[1]	1.40	0.57	1.40	0.55	0.03	111
Personal Learning Effort While Attending Alverno[1]	1.47	0.58	1.44	0.53	0.25	112
Rating of:[2]						
Faculty Excellence	3.59	0.67	3.20	0.92	2.57[4]*	106
Field Experience	3.76	1.02	3.67	1.05	0.47	108
Contact with Faculty	4.12	0.86	3.74	1.09	2.07[4]*	108
Contact with Professionals in Field	3.34	0.85	3.69	0.95	-2.04*	107
Classroom Teaching	3.40	0.90	2.89	1.08	2.60*	105
Attitude Toward Alverno	3.65	0.98	3.34	0.94	1.65	105
Career Advising	3.14	0.98	2.34	1.13	3.86***	103
Assessment	3.44	0.86	2.90	0.99	3.01**	107
Rating of Alverno Compared to Some Other College[3]	6.65	2.06	6.30	2.11	0.66	65

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[1] scale = 1 (High) to 3 (Low)
[2] scale = 5 (Excellent) to 1 (Poor)
[3] scale = 10 (High) to 1 (Low)
[4] t-test with separate variance estimates used.

*$p < .05$
**$p < .01$
***$p < .001$

One way to explore these questions is to investigate students' plans for continuing their education after Alverno. When asked if they had enrolled in another educational institution after graduation, 41 percent of the alumnae reported that they had gone on to school. Of the 59 percent who had not yet continued their education, 95 percent said that they were planning to seek additional education at a future date. Of those who did continue their education, 25 percent rated Alverno's preparation for additional education as excellent, 50 percent rated it as good and 25 percent rated their preparation as adequate. None rated it as inadequate.

When the graduating seniors were asked if they planned to continue their education, 11 percent responded that they were going on to school in the next academic year. An additional 25 percent planned to continue their education and gave a definite year in which they would enter school, while another 57 percent planned to continue but were not sure when they would enroll. All graduating seniors were asked how well they thought Alverno had prepared them for continuing their education, regardless of their stated plans for going on to school. Twenty-eight percent believed their preparation to be excellent, 37 percent said good and 27 percent rated their preparation as adequate. None rated their preparation as inadequate.

The alumnae who were attending school were asked the highest degree they planned to earn. Forty-two percent said that a masters is the highest degree they will obtain, 4 percent would be entering a doctoral program, and the rest were continuing their education in other forms. This compares with 85 percent of the seniors who plan to get a masters as their highest degree, 2 percent who will enroll for professional degrees, and 7 percent who expect a doctorate.

It seems that both graduating seniors and two-year alumnae express an interest in continuing their education (mostly for masters degrees). The majority found their preparation from Alverno to be good or excellent.

Expectations, Realizations and Preparation for Examinations

To further investigate Alverno's role in preparing students for continued learning, students were asked their perceptions on Alverno's preparation for any postgraduation special examinations required by their work or to be admitted to a graduate school. The results showed that 57 percent of the alumnae did take exams while 70 percent of the graduating seniors expected to take special exams. When asked how well they did on their exam the first time they took it, 48 percent of the alumnae reported that they did well and passed, 14 percent said they did not perform too well but passed, and 36 percent said they did not perform well the first time they took it and did not pass. This compares with 21 percent of the graduating seniors who expect to do well the first time they take a special exam and are sure that they will pass. Seventy-one percent said they may not perform too well, but believe they will pass, and 7 percent do not think they will perform well and do not think they will pass the first time.

It appears that a high percentage of students will be taking some type of exam (usually the Nursing Boards) after graduating from Alverno. While most of the alumnae did pass their exam the first time and did well, the graduating seniors, in general, do not believe they will do very well although almost all think they will pass.

Educational, Personal and Career Goal Importance and Achievement

A more specific index of the importance and commitment these women made to lifelong growth is found in a list of education, personal and career goal statements. Both groups were asked to rate how important each goal was, how well they felt Alverno had prepared them to achieve each goal and the extent that they felt they personally had achieved each goal. In the goal importance column, the alumnae had a section to rate the importance of the goal while they were in school and a place to indicate how important the goal was to them now, as alumnae.

Two-year alumnae had basically the same perspective on importance of various education-related goals, while they were students, as the graduating seniors have. This fact give further support to the conclusion that the two groups are fairly comparable and therefore generalizations can be made about the graduating seniors' reponses based on the data collected from the alumnae.

Tables 3a, 3b, and 3c present the mean response scores of each item for the two groups. The range for goal importance ratings was (1) unimportant to (3) very important; for goal preparation, (1) not at all to (3) very much; and for goal achievement, (1) not achieved to (3) achieved.

Goal importance responses (Table 3a) show that the only education-related goals (type "E" items) in which the two groups gave different responses is the item "To be responsive to world issues or pressing social problems," "To develop my sensitivity to the feelings and perspectives of others," and "To complete courses necessary to get into a graduate program elsewhere." In all three cases, seniors responded closer to the "very important" end of the scale than did alumnae. Alumnae and seniors differed on only one rating regarding Alverno preparation for the various education-related goals (cf. Table 3b, type "E" goals). Alumnae perceived their preparation for "learning how to learn" significantly higher than did seniors. On goal achievement, there are a number of educational goal items on which the two groups differed (Table 3c). Seniors stated they had achieved the following goals significantly more than the alumnae thought they had achieved them.

Table 3a

Comparison of Mean Responses to Goal Importance Statements Made by Entering 1976 Students Graduating in 1980 and 1978 Graduates as Two-Year Alumnae

Item Type	Goal	Goal Importance (While at Alverno)[1]				
		Alumnae		Seniors		*t*
		M	SD	*M*	SD	
C	Increase chances of promotion	2.04	0.86	2.27	0.71	-1.59
E	Responsive to world issues	1.86	0.60	2.19	0.72	-2.61**
P	Learn to use leisure effectively	1.96	0.77	2.08	0.84	-0.78
C	Discover career interest	2.52	0.61	2.69	0.59	-1.47
E	Write, speak, listen effectively	2.63	0.53	2.54	0.59	0.81
E	Obtain a degree	2.88	0.33	2.92	0.27	-0.66
E	Think, analyze	2.63	0.49	2.71	0.52	-0.86
E	Choose effectively between alternatives	2.49	0.50	2.52	0.57	-0.25
E	Improve leadership skills	2.41	0.70	2.58	0.53	-1.46
E	More effective relation with environment	2.18	0.68	2.38	0.67	-1.61
E	More participation in cultural events	1.75	0.74	1.79	0.68	-0.34
E	Be self-directed in learning	2.45	0.64	2.53	0.59	-0.70
E	Develop sensitivity to others	2.49	0.58	2.77	0.46	-2.91**
C	Form long-term career plans	2.20	0.57	2.52	0.57	-2.99**
E	Complete courses necessary for graduate program	1.71	0.81	2.11	0.75	-2.78**
P	Participate effectively as citizen	1.63	0.56	2.03	0.70	-3.33***
C	Improve chances for economic future	2.25	0.77	2.53	0.50	-2.30*
E	Assess strengths, weaknesses	2.49	0.58	2.63	0.52	-1.34
C	Prepare for a particular career	2.82	0.39	2.89	0.32	-1.00
E	Increase knowledge in academic field	2.59	0.61	2.77	0.42	-1.92
E	Appreciation of arts, music, literature	2.35	0.74	2.16	0.77	1.33
P	Develop abilities for independence	2.45	0.64	2.81	0.40	-3.60***
E	Develop social interaction skills	2.54	0.61	2.63	0.58	-0.71
E	Develop skills in competences	2.56	0.54	2.50	0.62	0.54
C	Achieve economic independence	2.32	0.82	2.61	0.58	-2.21*
P	Develop self personally	2.66	0.52	2.82	0.39	-1.90
P	Improve ability to get along	2.40	0.57	2.61	0.61	-1.89
P	Develop spiritual life	1.94	0.77	1.97	0.75	-0.19
E	Gain understanding of own/others values	2.38	0.53	2.52	0.62	-1.23
E	Increase participation in community	1.80	0.67	1.97	0.66	-1.31
P	Meet people, make friends	2.26	0.72	2.45	0.59	-1.54
E	Awareness of different philosophies	2.12	0.59	2.28	0.64	-1.35
E	Learn how to learn	2.54	0.65	2.63	0.52	-0.81
P	Prepare for satisfying family life	1.94	0.75	2.46	0.77	-3.58***
P	Increase self-confidence	2.56	0.58	2.79	0.41	-2.46*
P	Enrich life, be well-rounded	2.66	0.56	2.77	0.42	-1.23

Goal Type Key:

E - Educational related goal
P - Personal goal
C - Career related goal

[1] Scale: (1) unimportant to (3) very important

*$p < .05$
**$p < .01$
***$p < .001$

Table 3b

Comparison of Mean Responses to Goal Preparation Statements Made by Entering 1976 Students Graduating in 1980 and 1978 Graduates as Two-Year Alumnae

Item Type	Goal	Goal Preparation[1]				
		Alumnae		Seniors		
		M	SD	M	SD	t
C	Increase chances of promotion	2.28	0.61	2.25	0.66	0.21
E	Responsive to world issues	2.22	0.47	2.15	0.60	0.73
P	Learn to use leisure effectively	1.84	0.77	1.67	0.75	1.17
C	Discover career interest	2.30	0.62	2.35	0.58	-0.45
E	Write, speak, listen effectively	2.82	0.39	2.69	0.46	1.51
E	Obtain a degree	2.92	0.28	2.79	0.41	1.91
E	Think, analyze	2.72	0.45	2.70	0.46	0.17
E	Choose effectively between alternatives	2.61	0.49	2.46	0.53	1.55
E	Improve leadership skills	2.55	0.54	2.48	0.62	0.67
E	More effective relation with environment	2.35	0.52	2.36	0.58	-0.08
E	More participation in cultural events	2.02	0.59	1.95	0.67	0.57
E	Be self-directed in learning	2.64	0.48	2.69	0.53	-0.50
E	Develop sensitivity to others	2.46	0.58	2.38	0.58	0.75
C	Form long-term career plans	2.20	0.53	2.11	0.64	0.75
E	Complete courses necessary for graduate program	1.98	0.62	1.92	0.70	0.50
P	Participate effectively as citizen	2.00	0.49	1.74	0.60	2.45*
C	Improve chances for economic future	2.08	0.57	2.28	0.58	-1.78
E	Assess strengths, weaknesses	2.84	0.37	2.85	0.40	-0.20
C	Prepare for a particular career	2.57	0.54	2.56	0.50	0.07
E	Increase knowledge in academic field	2.51	0.54	2.56	0.53	-0.53
E	Appreciation of arts, music, literature	2.40	0.53	2.24	0.56	1.51
P	Develop abilities for independence	2.40	0.57	2.50	0.54	-0.95
E	Develop social interaction skills	2.42	0.61	2.61	0.52	-1.80
E	Develop skills in competences	2.73	0.49	2.63	0.55	0.99
C	Achieve economic independence	2.08	0.65	2.10	0.72	-0.10
P	Develop self personally	2.40	0.61	2.32	0.59	0.63
P	Improve ability to get along	2.27	0.54	2.19	0.70	0.64
P	Develop spiritual life	1.71	0.68	1.51	0.57	1.67
E	Gain understanding of own/others values	2.43	0.50	2.41	0.62	0.14
E	Increase participation in community	1.98	0.60	1.81	0.60	1.42
P	Meet people, make friends	2.09	0.58	2.20	0.60	-0.97
E	Awareness of different philosophies	2.40	0.54	2.28	0.56	1.06
E	Learn how to learn	2.58	0.54	2.34	0.57	2.22*
P	Prepare for satisfying family life	1.61	0.61	1.65	0.63	-0.34
P	Increase self-confidence	2.46	0.58	2.27	0.66	1.58
P	Enrich life, be well-rounded	2.35	0.53	2.34	0.63	0.09

Goal Type Key:

E - Educational related goal
P - Personal goal
C - Career related goal

[1] Scale: (1) not at all to (3) very much

*$p < .05$

Table 3c

Comparison of Mean Responses to Goal Achievement Statements Made by Entering 1976 Students Graduating in 1980 and 1978 Graduates as Two-Year Alumnae

Item Type	Goal	Goal Achievement[1]				
		Alumnae		Seniors		
		M	SD	M	SD	t
C	Increase chances of promotion	2.04	0.64	2.05	0.70	-0.08
E	Responsive to world issues	1.98	0.43	2.26	0.60	-2.78**
P	Learn to use leisure effectively	2.12	0.74	2.30	0.77	-1.27
C	Discover career interest	2.38	0.57	2.52	0.59	-1.30
E	Write, speak, listen effectively	2.55	0.50	2.70	0.49	-1.65
E	Obtain a degree	2.80	0.45	2.58	0.65	2.11*
E	Think, analyze	2.63	0.49	2.71	0.46	-0.92
E	Choose effectively between alternatives	2.59	0.50	2.61	0.49	-0.26
E	Improve leadership skills	2.48	0.54	2.47	0.56	0.12
E	More effective relation with environment	2.33	0.47	2.48	0.50	-1.66
E	More participation in cultural events	1.98	0.58	2.07	0.68	-0.70
E	Be self-directed in learning	2.57	0.54	2.68	0.54	-1.07
E	Develop sensitivity to others	2.63	0.49	2.81	0.44	-2.05*
C	Form long-term career plans	2.02	0.55	2.39	0.55	-3.53***
E	Complete courses necessary for graduate program	1.61	0.80	1.99	0.67	-2.68**
P	Participate effectively as citizen	1.88	0.48	1.97	0.68	-0.76
C	Improve chances for economic future	2.10	0.61	2.40	0.59	-2.71**
E	Assess strengths, weaknesses	2.61	0.49	2.77	0.42	-1.87
C	Prepare for a particular career	2.74	0.44	2.63	0.49	1.25
E	Increase knowledge in academic field	2.52	0.54	2.65	0.48	-1.29
E	Appreciation of arts. music, literature	2.35	0.59	2.34	0.63	0.07
P	Develop abilities for independence	2.55	0.54	2.70	0.46	-1.65
E	Develop social interaction skills	2.55	0.50	2.60	0.49	-0.51
E	Develop skills in competences	2.67	0.47	2.63	0.52	0.47
C	Achieve economic independence	2.30	0.68	2.16	0.81	0.97
P	Develop self personally	2.54	0.50	2.70	0.46	-1.80
P	Improve ability to get along	2.65	0.48	2.65	0.55	0.08
P	Develop spiritual life	2.12	0.63	1.98	0.59	1.18
E	Gain understanding of own/others values	2.46	0.50	2.66	0.51	-2.09*
E	Increase participation in community	1.86	0.61	1.98	0.59	-1.10
P	Meet people, make friends	2.57	0.50	2.55	0.53	0.23
E	Awareness of different philosophies	2.26	0.49	2.46	0.56	-1.96
E	Learn how to learn	2.58	0.50	2.53	0.53	0.48
P	Prepare for satisfying family life	2.22	0.62	2.13	0.69	0.73
P	Increase self-confidence	2.56	0.50	2.55	0.57	0.10
P	Enrich life, be well-rounded	2.56	0.50	2.56	0.56	0.03

Goal Type Key:

E - Educational related goal
P - Personal goal
C - Career related goal

[1] Scale: (1) not achieved to (3) achieved

*p < .05
**p < .01
***p < .001

- To be responsive to world issues or pressing social problems
- To develop my sensitivity to the feelings and perceptions of others
- To complete courses necessary to get into a graduate program
- To gain a better understanding of my own and other's values and decide and act based on them

Only on the goal "To obtain a degree" did the alumnae report higher achievement than seniors reported, but this is expected.

Of the 20 education-related goals listed on this section of the questionnaire, 10 were given importance ratings of 2.5 or higher by both groups. Of these 10 most important goals listed in Table 4, seven had corresponding goal preparation ratings of 2.5 or higher by both groups. This indicates that both groups expressed that they had received good preparation while at Alverno for achieving educational goals they considered the most important. We see a concern in both groups for being able to self-assess, for developing themselves on the Alverno competences (especially speaking, writing, and social interaction), and learning to learn. A review of the 10 most important education-related variables listed in Table 5, shows that all items were given ratings of 2.5 or higher on the 3-point goal achievement scale by both groups.

One can conclude, then, that many education-related goals are deemed important by Alverno students, but are these goals still important after two years? To answer this, we need to look at the "goal importance now" responses of the alumnae as opposed to their "goal importance while at Alverno" ratings. Table 6 shows mean response scores for these two categories. Of the 20 education-related variables listed (type "E" goals), 13 goals significantly increased in importance from the time the women were at Alverno, to two years later. The item "To obtain a degree" was the only one to significantly decrease in importance for the alumnae during that time, which is an obvious decrease.

These results suggest that alumnae and seniors attach a high importance to educational goals. Further, alumnae actually increase their perceived importance of these goals after two years. Although this study supports these conclusions, we must seek additional longitudinal data to further investigate this effect.

Our next step is to study career and personal development goal importance, preparation and achievement ratings. Again, referring to Tables 3a, 3b, and 3c we see that the following variables show significant response differences between the two groups with seniors rating the items as more important than alumnae judged them as important retrospectively:

- To formulate long-term career plans or goals
- To participate more effectively as a citizen
- To improve my chances for a better economic future

(continued)

Table 4

Mean Goal Preparation Scores Corresponding to the Goal Importance Items Receiving a Mean Rating of 2.5 or Higher by Both the 1976 Entering Students and the Two-Year Alumnae

Educational Goal	Mean Goal Preparation Score[1]	
	Alumnae M	Seniors M
Write, speak, listen	2.82	2.69
Obtain a degree	2.92	2.79
Think, analyze	2.72	2.70
Choose effectively between alternatives	2.61	2.46
Develop sensitivity	2.46	2.38
Assess strengths and weaknesses	2.84	2.85
Increase knowledge in academic field	2.51	2.56
Develop social interaction	2.42	2.61
Develop competences	2.73	2.63
Learn how to learn	2.58	2.34

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[1] Scale: (1) Not at all, (3) very much

Table 5

Mean Goal Achievement Ratings by Entering 1976 Students and Two-Year Alumnae on Goal Importance Items Having a Mean Score of 2.5 or Higher

Educational Goal	Mean Goal Achievement Score[1]	
	Alumnae M	Seniors M
Write, speak listen	2.55	2.70
Obtain a degree	2.80	2.58
Think, analyze	2.63	2.71
Choose effectively between alternatives	2.59	2.61
Develop sensitivity	2.63	2.81
Assess strengths and weaknesses	2.61	2.77
Increase knowledge in academic field	2.52	2.65
Develop social interaction	2.55	2.60
Develop competences	2.67	2.63
Learn how to learn	2.58	2.53

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[1] Scale: (3) achieved, (1) not acheived

Table 6

Mean Goal Importance Ratings by 1978 Graduates As Students and As Two-Year Alumnae

Item Type	Goal	Goal Importance While at Alverno[1]		Goal Importance as Two-Year Alumnae[1]		t
		M	SD	M	SD	
C	Increase chances of promotion	2.02	0.85	2.39	0.70	-3.08**
E	Responsive to world issues	1.86	0.60	2.08	0.52	-2.85**
P	Learn to use leisure time effectively	1.96	0.77	2.35	0.72	-4.21***
C	Discover career interests	2.52	0.61	2.62	0.67	-1.40
E	Write, speak, listen effectively	2.63	0.53	2.59	0.61	0.37
E	Obtain degree	2.88	0.33	2.20	0.83	5.86***
E	Think, analyze	2.63	0.49	2.80	0.40	-3.27**
E	Choose effectively between alternatives	2.50	0.51	2.82	0.39	-4.11***
E	Improve leadership skills	2.40	0.70	2.62	0.57	-2.29*
E	More effective relation with environment	2.18	0.69	2.55	0.64	-4.21***
E	More participation in cultural events	1.75	0.74	2.08	0.63	-3.83***
E	Be self-directed in learning	2.45	0.64	2.76	0.47	-3.46***
E	Develop sensitivity to others	2.49	0.58	2.78	0.50	-3.65***
C	Form long-term career plans	2.20	0.57	2.45	0.61	-2.54*
E	Complete courses necessary for grad program	1.71	0.81	1.84	0.81	-0.94
P	Participate effectively as citizen	1.63	0.56	2.04	0.56	-4.85***
C	Improve chances for economic future	2.25	0.77	2.53	0.64	-3.25**
E	Assess strengths, weaknesses	2.49	0.58	2.73	0.45	-2.71**
C	Prepare for particular career	2.82	0.39	2.70	0.46	1.77
E	Increase knowledge in academic field	2.59	0.61	2.53	0.58	0.77
E	Appreciation of arts, music, literature	2.35	0.74	2.45	0.58	-1.53
P	Develop abilities for independence	2.45	0.64	2.67	0.55	-2.52*
E	Develop social interaction skills	2.55	0.61	2.71	0.46	-2.22*
E	Develop skills in competences	2.56	0.54	2.36	0.66	1.75
C	Achieve economic independence	2.32	0.82	2.58	0.70	-3.26**
P	Develop personally	2.66	0.52	2.90	0.30	-3.28**
P	Improve ability to get along	2.40	0.57	2.72	0.45	-4.11***
P	Develop spiritual life	1.94	0.77	2.28	0.67	-4.06***
E	Gain understanding of own/others' values	2.38	0.53	2.68	0.47	-3.90***
E	Increase participation in community	1.80	0.67	2.04	0.64	-2.47*
P	Meet people	2.27	0.73	2.45	0.61	-2.44*
E	Awareness of different philosophies	2.12	0.59	2.38	0.53	-3.26**
E	Learn how to learn	2.54	0.65	2.73	0.49	-1.93
P	Prepare for satisfying family life	1.94	0.73	2.55	0.65	-5.51***
P	Increase self-confidence	2.56	0.58	2.83	0.48	-3.27**
P	Enrich life, be well-rounded	2.67	0.56	2.83	0.43	-2.07*

Goal Type Key:

E - Educational related goal
P - Personal goal
C - Career related goal

[1] Scale: (1) unimportant to (3) very important

*$p < .05$
**$p < .01$
***$p < .001$

- To develop my abilities to be independent or self-reliant

- To achieve economic independence

- To prepare for a more satisfactory family or marital life

- To increase my self-confidence

There is much more variation in goal importance ratings between the two groups on these items than there was on the educational goals. Seniors rate this group of items as being more important than alumnae judge them to be during their time as students at Alverno. This variability in ratings is not seen in the goal preparation responses (Table 3b) for these career and personal goals. On only one variable (i.e., "To participate more effectively as a citizen") did the two groups differ, with the alumnae responding that they had more preparation than seniors.

We also do not see the same variability in goal achievement ratings as we did in importance ratings. Seniors rated only two items as having been achieved more than alumnae rated them (Table 3c). These two variables are: "Form long term career plans" and "To improve my chances for a better economic future." In no case did the alumnae rate an item as achieved more than did seniors.

To further study these responses, the career/personal development items that receive importance ratings of 2.5 or greater by both groups are presented in Table 7. These are the six most important goals reported by both groups. Only on items: "Increase my self-confidence" and "Develop my abilities for independence" does the list in Table 7 match the items in Table 3 that had significantly higher goal importance ratings by the seniors. For the other variables in Table 3 on which the two groups differ, alumnae do not judge those items as being as important during the time they were in school as the seniors do at graduation.

A comparison of mean goal preparation scores for the six most important career/personal goals presented in Table 7 shows that preparation scores are comparable between the groups. The scores are also less favorable for these items than for the education-related items. Even so, both groups gave above average goal achievement ratings to these six career/prsonal goals (Table 8). Together, then, seniors and alumnae feel that they have achieved the career and personal development goals deemed most important, without necessarily perceiving that Alverno had a hand in preparing them for this goal achievement.

We now examine goal importance responses to the career/personal items by the alumnae. Table 6 shows that only two of these 16 goals did not increase in importance over the two years. While the alumnae did not rate these items as important while they were at Alverno as did graduating seniors, the goal importance ratings do rise considerably for the alumnae group to a point where 12 of the 16 items received an importance rating of 2.5 or higher. More data is needed to clarify the results on the

Table 7

Goal Preparation Mean Ratings Given by 1978 Alumnae
and Entering 1976 Seniors on Items Receiving
a Goal Importance Mean Rating of 2.5 or
Higher by Both Groups

Career/Personal Goal	Mean Goal Preparation Score[1]	
	Alumnae M	Seniors M
Discover career interests	2.30	2.35
Prepare for a particular career	2.57	2.56
Develop abilities for independence	2.40	2.50
Develop self personally	2.40	2.32
Increase self-confidence	2.46	2.27
Be well-rounded	2.35	2.34

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[1] Scale: (1)not at all, (3) very much

Table 8

Mean Goal Achievement Scores Given by Entering 1976 Seniors and 1978 Alumnae on Items Receiving Goal Importance Mean Scores of 2.5 or Higher by Both Groups

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Career/Personal Goal	Mean Goal Achievement Score[1]	
	Alumnae M	Seniors M
Discover career interests	2.38	2.52
Prepare for a particular career	2.74	2.63
Develop abilities for independence	2.55	2.70
Develop self personally	2.54	2.70
Increase self-confidence	2.56	2.55
Be well-rounded	2.56	2.56

---

[1] Scale: (3) achieved, (1) not achieved

career and personal development goals but these initial results seem to indicate that, as with educational goals, career and personal goals also increase in importance over time for Alverno alumnae.

Goal Importance and Age

Further analyses was performed on the goal importance of all the items as it relates to age of the respondent. The groups were both divided into traditional-aged and older groups. Table 9 presents items that were given significantly higher goal importance ratings for each group. It seems that traditional-aged students and alumnae are interested in meeting people and preparing for a career while the older students ae interested in goals related to improving their abilities. Older alumnae view being a self-directed learner and being able to think and analyze as more important.

Goal Importance and Marital Status

A final step was to look at goal importance ratings by marital status for the alumnae group. Those women who are married may have more multiple roles of wife and parent and these roles may impede their ability to integrate certain other educational or career goals into their lives. Only one significant difference was found between the single versus married women on ratings of goal importance. Married alumnae as a group gave more importance to the goal of participating effectively as a citizen as more important than did single alumnae. The results indicate that multiple roles may not have an effect on what is perceived as important in regard to educational and career related goals.

Expectations and Realizations for Advancement by Major

Another area to be addressed in this paper is how career preparation history affects seniors and alumnae in future career satisfaction. One type of variable that could affect job and career satisfaction is the type of work you do (i.e., major chosen at school). Table 10 lists some of the variables in careering as rated by nursing vs. non-nursing majors. Seniors in nursing majors anticipate better potential for further advancement from the first position they will hold after graduation to better or higher positions. They also expect their first position to offer potential for further advancement in their chosen career. We found a slight ($p < .05$) trend for non-nursing graduating seniors to believe they have better preparation for their first positions than nursing majors. These differences did not show up in the responses of nursing and non-nursing alumnae. It appears, then, that there is an

Table 9

Items Showing Significantly Higher Goal Importance Ratings for Traditional vs. Older Students Within Each Group

SENIORS

Traditional-Aged Students (23 years or younger)	Older Students (24 years and older)
Improve chances for promotion	Discover career interests
Complete courses necessary to get into a graduate program	Develop social interaction skills
Increase chances for better economic future	Gain understanding of own value
Prepare for a particular career	
Meet people	

ALUMNAE

Traditional-Aged Alumnae (23-24 years)	Older Alumnae (25 years and over)
Prepare for a particular career	Think, analyze effectively
Meet people	Be a self-directed learner

expectation of seniors in nursing majors, not found in non-nursing majors, that does not become a reality for the alumnae. That is, alumnae nursing and non-nursing majors responded alike with regard to these aspects of careering. More data is needed within the other majors to fully explore the expectation and realization differences found here. It could be that graduates with certain specific degrees (that were lumped into the non-nursing major category) are the people that expect more or less from their first positions than women with other majors. We do not have enough data from the various majors to explore this issue further now; we need additional followup studies of alumnae to see if differences in expectations by major are realized in the work world.

Career Satisfaction and Work Experience

Another variable that might affect career satisfaction is the amount of work experience obtained before and during college. Recall that the vast majority of alumnae did have previous work experience. Table 11 presents mean ratings on career satisfaction variables by alumnae who worked full time versus those who worked part time. There are no differences in satisfaction due to the amount of previous work experience the person had, but again, more data is needed to support these tentative conclusions. We would need to compare career satisfaction variables of those who had no work experience in order to fully explore the role of early job experience in later life. The fact that almost all Alverno women work before, during, and after college does not enable this comparison.

Career Satisfaction and Potential for Advancement

The last variable studied relative to career satisfaction was the perceived potential for advancement in first employment position. Table 12 shows the mean scores for those who perceived that they had good to excellent potential for advancement in their first position as opposed to those who had poor to fair potential. Those with a good potential in their first position also perceived that they had good potential for advancement in their career choice, were more satisfied with this first position, and were more satisfied with their major than those who did not perceive that they had a chance to move into a higher position from the one they previously held. It seems that potential for advancement is a powerful variable in determining career satisfaction, but more information is needed to completely understand this relationship.

Table 10

Comparison of Alumnae and Seniors on Aspects of Career Satisfaction by College Major

	MAJOR				
	Non-Nursing		Nursing		
ALUMNAE	M	SD	M	SD	t
Preparation for first position	1.96	0.72	2.31	0.97	-1.46
Potential for advancement to higher position	2.32	1.18	2.35	0.80	-0.09[2]
Potential for advancement in chosen career	2.15	1.01	2.19	0.80	-0.15
Satisfaction with first position	1.75	0.68	2.00	0.89	-1.12[2]
Preparation for education after graduation	2.09	0.70	1.80	0.84	0.73
Advantages of getting a job as Alverno graduate	1.84	0.47	1.89	0.47	-0.34
Work consistant with abilities[1]	1.52	0.75	1.62	0.57	-0.53[2]
Satisfaction with choice of major	1.42	0.58	1.56	0.75	-0.72
SENIORS					
Preparation for first position	1.93	0.87	2.39	0.96	-1.96*
Potential for advancement to higher position	2.04	0.81	1.22	0.42	4.78[2]***
Potential for advancement in chosen career	2.18	0.68	1.31	0.46	6.08***
Satisfaction with first position	1.67	0.62	1.44	0.50	1.52[2]
Preparation for education after graduation	2.23	0.91	2.09	0.97	0.58
Advantages of getting job as Alverno graduate	2.33	0.83	2.50	0.81	-0.80
Work consistent with abilities[1]	1.37	0.56	1.14	0.42	1.78[2]
Satisfaction with choice of major	1.44	0.64	1.20	0.41	1.83

Scale: (1) very satisfied/excellent to (4) dissatisfied/poor
except -- [1](1) very consistent to (3) inconsistent

[2] t-test with separate variance estimate used

*p < .05

***p < .001

Table 11

Mean Ratings on Career Satisfaction Variables by Alumnae Who Worked Full-Time Compared to Those Who Worked Part-Time

	WORK EXPERIENCE				
	Full-Time		Part-Time		
	M	SD	M	SD	t
Preparation for first position	1.92	1.04	1.95	0.74	-0.10
Potential for advancement into higher position	2.33	0.65	2.14	1.08	0.66[2]
Potential for advancement in chosen career	2.31	0.85	2.14	1.04	0.50
Satisfaction with first position	2.00	0.85	1.62	0.67	1.33[2]
Preparation for education after college	1.80	0.84	2.00	0.76	-0.45
Advantage of getting position as Alverno graduate	2.00	0.45	1.72	0.46	1.60[2]
Work consistent with ability[1]	1.62	0.65	1.50	0.74	0.48[2]

Scale: all (1) excellent to (4) poor
except [1](1) very consistent to (3) inconsistent

[2] t-test with separate variance estimate used

Table 12

Mean Scores on Various Career Satisfaction Variables by Alumnae Perceiving a Good vs. Those Perceiving a Poor Potential for Advancement in Their First Position

	Potential For Advancement				
	Good-Excellent		Fair-Poor		
	M	*SD*	*M*	*SD*	*t*
Preparation for first position[1]	2.17	0.87	2.10	0.91	0.26
Work consistent with abilities[2]	1.48	0.77	1.70	0.47	-1.25[5]
Potential for advancement in career[1]	1.71	0.59	2.95	0.76	-6.55***
Satisfaction with first position[1]	1.60	0.72	2.39	0.70	-3.74[5]***
Satisfaction with choice of major	1.32	0.54	1.79	0.79	-2.49*
Would go to college again[3]	1.16	0.90	1.00	0.00	0.78
Rate Alverno[4]	7.00	2.31	6.38	1.89	0.70
Advantage of getting job as Alverno graduate[1]	1.79	0.51	1.94	0.43	-0.99

[1] Scale: (1) very satisfied/excellent to (4) not satisfied/poor
[2] Scale: (1) very consistent to (3) not consistent
[3] Scale: (1) yes (2) no
[4] Rating scale of (1) to (10)
[5] *t*-test with separate variance estimate used

**p* < .05
****p* < .001

Conclusions

In conclusion, we have seen that there are higher career expectations for the graduating seniors than realizations for alumnae after two years. Both groups rated aspects of career satisfaction and potential for advancement as above average. Alumnae seem to carry a more positive attitude about their Alverno experiences than the seniors express at the time of their graduation; however, both groups rated Alverno as above average on the majority of the items presented in the questionnaire.

Alverno seniors express plans to continue their education. The data from alumnae indicate that most of the graduates sought additional education. Goal importance ratings for a number of education-related items were high for both groups. In addition, some of the personal and career goals were perceived as important to Alverno seniors. There was much more variation between the seniors and the alumnae recalling their 1978 perspective in perceived importance of these goals than was found in the education-related goals. A further analysis, however, revealed that both education and career items increased in importance after two years for the alumnae. It is apparent, then, that Alverno students value continued learning and career development.

In general, Alverno seniors value developing interpersonal, writing, speaking, and analyzing abilities and want to be able to self-assess. On the career/personal development items, the Alverno alumnae express that developing independence and preparing for a career are important goals. There appear to be some differences in goal importance ratings by age. Traditional-aged students and alumnae express more interest in goals such as preparing for a particular career and meeting people, while the older seniors believe that discovering career interests and developing social interaction skills are important. The older alumnae place a higher value on the goals of developing analyzing abilities and being a self-directed learner than their traditional-aged counterparts. More data is needed on goal importance to fully understand the relationships between age and goals.

There appears to be a difference in expectations and realizations in career satisfaction for the nursing versus non-nursing majors, but limited data from the various non-nursing majors limits our understanding of this result.

When studying other factors determining career satisfaction, we found that full versus part time work experience did not seem to affect ratings of career and job satisfaction by alumnae. The potential for advancement to a higher position from the one held did affect career satisfaction and satisfaction with chosen major. More longitudinal data is needed to study these careering factors.

Our next step will be to follow the graduating seniors who resonded to this questionnaire, as alumnae. In this planned longitudinal comparison, we can further assess the affects of age and type of major chosen as this relates to careering. Do graduates have different expectations as seniors than realizations as alumnae? Do they differ in their assessments of

Alverno's role in preparing them for further education of their careers? Do these alumnae show a commitment to lifelong learning and career and personal development? What effects does the age of the graduate have on career expectations and realizations?

The former students questioned in this study have set valuable groundwork for further research on student's career development and we look forward to information they can provide on their "life-after-college" experiences.

SUMMARY

The preceding report describes findings from initial effort to follow alumnae from the Alverno learning process implemented in 1973 (Alverno College Faculty, 1976, 1979). We addressed the following questions: How are alumnae learning to learn at work and how do they describe lifelong learning? What abilities and processes enable transfer of learning to professional performance and careering after college? What are alumnae perspectives on careering and professional development? How do the expectations of students and realizations of alumnae compare?

The interview studies presented alumnae perspectives on fundamental aspects of careering: career goals and on-the-job learning. We found that most alumnae in our sample viewed work through some concept of careering, looking beyond the present job to some kind of professional future, and that professional ideals were important in relating to work. The older women interviewed were more likely to have a specific direction to long range career goals, while the younger women were more immediately focused on development of competences and expertise in their present jobs.

We find that in general a woman's career satisfaction is strongly related to her experience of competence on the job. A basic sense of satisfaction with one's ability to do one's job well is fundamental for careering. Persistent feelings of inadequate performance, whether blamed on oneself or on a work situation in which it seemed impossible to do a good job, were disruptive to careering. While women adapted to other kinds of problems encountered in the first two years of work, including "reality shock" or disillusionment and interpersonal problems in the work environment, the persistent feeling of inadequate performance of the job role, for whatever reason, led to change of jobs if not of career field. Such changes appeared to re-establish the woman's feeling of professional competence.

Beyond the basic sense of competence, other sources of work satisfaction involved job enjoyment and progress. Job enjoyment for some women was related to a sense of challenge, stimulation and continued learning; for others it was related to a sense of relaxation and being comfortable with the work one was doing. Both younger and older women had strategies for progressing in their careers. Major categories of career strategies were: developing excellence in job role performance; developing interpersonal skills and relationships; and developing plans for channeling oneself through learning experiences or positions to some position desired in the future. In general, the older women had more complex and long range career strategies than the younger women who were focused more strongly on developing excellence in performance of the present job role.

The differences between younger and older women in this study are suggestive, and must be interpreted with caution both because of the small number of older women in the sample, and because age in this sample is confounded with profession, and so with potentially relevant features of job role and job environment.

Learning on the job is based on the knowledge and abilities a woman already possesses, including what she has learned in college. One of our interests has been to determine which kinds of abilities seemed most significant for these women in taking on their new job roles and in continuing learning within those roles. We found that two major categories of complex abilities were especially important. Interpersonal abilities learned in college were very strongly emphasized among both younger and older women and across all professional groups, as an important foundation for both performance and continued learning. A second major category of abilities that transfer to the work setting might broadly be called "reasoning" abilities. These included analysis, problem solving, decision-making, planning and organizational abilities. Interpersonal and reasoning abilities are complex sets of interrelated skills. These are often integrated and overlapping in practical role performance. In addition to these abilities, certain other things that women seem to acquire at college: attitudes, beliefs, values, ideals and concepts of identity, including concepts of professional identity, are also part of the foundation for performance and continued learning in the work role.

We find that learning on the job, apart from additional technical learning, involves primarily the further development of major abilities and their integration and adaptation in relation to the contingencies of particular work contexts. A major part of what is learned on the job is "what works" in a particular work setting. This is a matter of adapting abilities such as interpersonal and reasoning abilities, as well as concepts, attitudes and ideals, to the contingencies of a particular real-world environment that is different in significant ways from the environment in which the abilities were learned or developed. In this process, it is often the case that new attitudes, beliefs, perspectives and elements of self-concept or professional identity are acquired as well.

Corresponding to learning how to adapt abilities to new environments, is adaptation as a learning process. Adaptation involves a process of reality-testing: applying one's judgment and abilities in action, noting the feedback from the environment and adjusting judgment and action accordingly. Altogether, we might say that learning in the work setting is a multi-faceted process, the central outcome of which is the adaptation of knowledge and abilities to new environments and events. This includes the adaptation of attitudes and ideals, self-concepts and professional concepts to new experiences. It occurs through exposure, observation, action and feedback, social interaction and even the traditional classroom methods of study, reading, researching and participating in lectures, seminars and classes.

Finally, asking what the differences were between learning on the job and learning in college, we found that the essential difference was that learning in college was guided while learning on the job was unguided. In the unguided learning situation, both the objectives and the means of learning are more ambiguous. "Learning to learn" on the job involves the discovery in each new context of how to derive from that environment and experience what one needs to know in order to adapt one's abilities. This means that on the job the graduate must be able to apply transferred abilities in the task of unguided learning in order to effectively adapt her abilities to job performance in her work environment.

The cross-sectional questionnaire study of senior expectations with two-year alumnae realizations found that seniors almost uniformly expect to work after college. Ninety-six percent of alumnae sought employment, 92 percent succeeded, and 89 percent found positions related to their major. These women had more professional positions than their mothers; education functions as an effective route to professional careers.

Seniors had higher career expectations than alumnae were able to realize in two years, but alumnae rated aspects of satisfaction with their first positions and potential for advancement as above average. Alumnae show more positive attitudes about college learning after two years than graduating seniors; both groups rated college experience as above average. Forty-one percent of alumnae reported additional formal schooling; 56 percent indicated they intended to go on to school in the future. Alumnae attribute more importance to educational goals than did graduating seniors.

Seniors and alumnae feel they have achieved career and personal goals they judge important. Younger students and alumnae judge meeting people and preparing for a career as most important; older students want to improve their abilities; older alumnae view being able to think and analyze and being a self-directed learner as more important. Married women perceive educational and career goals to be as important as single women do. Having multiple roles may not hamper perceived goal importance for personal development and career.

Amount of previous work experience did not seem to affect the ratings of career and job satisfaction for the alumnae after two years. We did find that the variable of potential for advancement to a higher position from the one held did affect career satisfaction scores and scores on satisfaction with chosen major. Alumnae who perceived that they had a good or excellent chance for promotion expressed greater career satisfaction and rated their major more favorably. More longitudinal data is needed to study the factors relating to career satisfaction to a greater extent. The present study has laid valuable groundwork for further study of alumnae.

Overall, the alumnae studies suggest that the first two years out of college are an important transitional period for both younger and older women entering careers. While findings are tentative, it is clear that important kinds of adaptation occur during this period, in which alumnae must integrate learned abilities, self-concepts and values with the demands, values, opportunities and limitations of the professional role and work environment. We encourage further efforts to investigate this period of transition, and to continue the followup studies. While this study of perspectives on learning and careering is an important first step, future studies should focus on alumna performance at work.

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ALVERNO COLLEGE ALUMNA PERSPECTIVES INTERVIEW

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Office of Research & Evaluation
ALVERNO COLLEGE

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ALUMNA PERSPECTIVES INTERVIEW

1. What have you been doing since you graduated?

2. What was it like leaving school and starting the life you have now?

3. What would you want to communicate to someone who is just leaving Alverno as a new graduate? (What would be important for them to consider? What should they know? Why would that be important?)

4. What do you think the rationale for the Alverno learning process was?

   Do you think Alverno as an institution has a philosophy? How would you describe it? How does Alverno's philosophy match with your own philosophy at this point in time?

5. Have you started new work since you graduated?

   If yes:
   Do you think you had to do any learning when you started the work you do now?

   What kinds of things did you have to learn? Why those?

   What do you think are the most important kinds of abilities you needed for making the change to new kinds of work or to your new job? Why do you think those are important?

6. In college, students are, to different degrees, focused on learning as a major part of what they do. To what degree do you think you were focused on learning while you were in college.

   In what ways is learning still a part of what you do? (Describe with examples)

   How is learning now different than it was when you were in school? (Describe with examples)

   Do you find that how you learn is different in various settings, e.g. work situations, home, and social situations? How is learning different? (Describe with examples)

7. Did what you learned at Alverno affect the way you approach your work? In what ways? Could you give me some examples? (Note: work may include volunteer or homemaking activities)

8. Do you think that any of the learning experience you had at Alverno contributed to the learning you are doing now? In what ways? Could you give me some examples?

9. How would you describe the most important differences between going to school and what you are doing now?

10. What kind of a relationship do you see between your work and your personal life? Do these parts of your life affect each other in any way or do you think of them as more or less separate?

11. How do you view the relationship between your career and family life? (Note: Career can be defined as volunteer activities; or role in the home vs. family relationships. If interviewee is living alone, ask about what she thinks the relationship might be like)

12. What kinds of abilities does a woman need to integrate career and family life?

Why are those important?

13. What do you think a college graduate should be like in order to get the most out of her life after college?

To what extent do you think Alverno graduates are prepared for that?

How does that happen?

Do you think you have continued to develop in that direction during the time since college?

If yes: How did that happen?

If no: Why do you think that is?

14. Do you think about Alverno now any differently than you thought about Alverno when you graduated?

If yes or no:

How do you think about Alverno and your experiences here now?

15. Do you feel competent at this time in your life?

Which of your abilities do you value most? Why these?

16. What have you experienced since you left Alverno that has influenced you most?

Have you had any experiences that have led you to see things differently than when you were in college?

If she hasn't said it:
How have your experiences changed your viewpoint?

17. Have there been any times during your transition from school to your current occupational activities that you found particularly problematic, difficult or stressful?

Has this been resolved as yet?

Do you think there is anything you learned in college that helped you resolve that? If so, what? How?

18. What do you think it takes for a person to make the transition from college to life after college?

What abilities do you think are most important?

In what ways do you think Alverno prepared you for this transition?

In what ways did Alverno fail to prepare you?

Did Alverno live up to its promises? In what ways?

19. Looking back, what do you think are the best things college faculty can do to prepare people for life after college?

To what extent did your instructors do that?

In what ways did they do that (those things)?

In what ways did they not match up?

20. Now that you know more about what you need for life after college, how would you change Alverno's program to make it better?

21. What important goals or aspirations did you have when you graduated from Alverno?

Have any of those goals been achieved?

Have you been able to do what you want to do?

If no:
Do you expect to?

Have your aspirations changed at all since you graduated--for example, do you have any aspirations that you didn't have before, or do some aspirations seem less worthwhile now? How have they changed?

To what extent do you think your Alverno education is contributing or will contribute to the fulfillment of your aspirations?

In what specific ways is what you learned in college relevant to achieving what you said you would like to achieve? (Note: try to get at the usefulness of what she learned, not of "having a degree.")

What are your main reasons for doing the work you are doing now?

22. To what extent are you doing what you expected you would be doing?

How satisfied do you feel about where you are in terms of a career or position now? Is this where you want to be?

If you had it to do all over again would you do what you have done or would you want to prepare for something else? If so, what?

Are you thinking about changing what you are doing now and doing something different? If yes, what do you think it will take to make this kind of change?

23. People say that individuals change during the time they are in college. Do you think people change after college?

Do you think you have changed since you graduated? How have you changed?

Do other people ever tell you that you've changed since you've been out of school, or do they respond to you differently than they did when you were first out of school?

What kinds of experiences do you think you have had that caused these changes?

24. How would you describe yourself at this point in time?

25. What kinds of questions are you asking yourself right now?

26. What challenges do you see for yourself now or in the near future?

NOTE:

These questions are printed at the bottom of each page of the interview so that the interviewer has them before her at all times.

Through probing, it is hoped that the alumna's most sophisticated thinking about a question will surface. It is important to realize that an alumna who is highly sophisticated will say many of the things that less sophisticated alumnae will. It is therefore very important to probe so as to elicit more than common responses where possible.

HOW?

WHY?

WHY IS THAT IMPORTANT?

HOW DOES THAT HAPPEN?

WHAT DO YOU MEAN BY THAT?

CAN YOU DESCRIBE THAT A BIT MORE FOR ME?

YOU MENTIONED_______. CAN YOU CLARIFY THAT A BIT FOR ME?

HOW IS THAT IMPORTANT FOR______?

JUST OFF THE TOP OF YOUR HEAD....

COULD YOU FOCUS ON _______FOR ME?

I'D LIKE TO FOCUS ON_____FOR JUST A MOMENT

HOW DO YOU FEEL ABOUT THAT?

CAN I BRING YOU BACK TO__________?

I'D LIKE TO BRING YOU BACK TO_______.

WOULD YOU BE WILLING TO SHARE THAT WITH ME?

COULD YOU GIVE ME AN EXAMPLE?

ANYTHING ELSE?

WHAT DO (DID) YOU THINK ABOUT THAT?

SOME QUESTIONS USED IN THE DESIGN OF THE ALUMNA PERSPECTIVES INTERVIEW

1. How does what she is doing now match up to her previous expectations and aspirations?
2. What abilities assist her to transfer her competences, and so assist her transition to the world of work?
3. How does she describe and to what does she attribute "effective" transition?
4. To what extent are students, including herself, prepared for transition?
5. What influential experiences has she had since college?
6. How has her thinking changed about what is important to her and to effective transition?
7. Has she changed?
8. Why does she think she has changed?
9. What provided conflict for her?
10. Did college impact her ability to respond to change or conflict?
11. How did her expectations of what college led her to believe would happen compare with what actually happened?
12. How does working compare to going to school?
13. How does the alumna describe her learning on the job?
14. To what extent has learning continued for the student?
15. How is learning different for her now?
16. Is there a causal relationship between learning in college and learning now?
17. How does the alumna describe the relation of her education and her work experience?
18. How have her aspirations and goals changed, and how have her experiences since college impacted her goals?
19. Does she continue to develop in directions suggested by her previous aspirations, and what she perceives to be Alverno's rationale and philosophy?
20. What are her perspectives on Alverno, her experiences here, and Alverno's rationale and philosophy compared to what she thinks she now needs?
21. To what extent does she still see Alverno as impacting her current goals, and her realization of her goals?

22. What is her perspective on her career as she currently defines it?

23. Does she have a rationale for her current "place" in her career?

24. Has her definition of "career" changed as the result of working?

25. Has she engaged in careering?

26. In what ways has she developed since she began working?

27. How does she integrate her personal and professional life, for example her career and family life?

28. What kinds of personal changes has she observed in herself or through others' eyes?

29. How does she wish to change or continue to change in the future?

ALVERNO COLLEGE STUDENT CAREERING QUESTIONNAIRE

Marcia Mentkowski James Bishop

Office of Research & Evaluation
ALVERNO COLLEGE

Funded by a grant from the National Institute of Education:
Careering After College: Establishing the Validity of Abilities Learned in College for Later Success
(NIE–G–77–0058)

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Dear Participant,

In Summer, 1980, we completed a follow-up study of Alverno alumnae. We asked them to complete a questionnaire very similar to this one to inquire about their work experience since graduation, how well Alverno prepared them for their current employment, their current job satisfaction, what helped them make the transition from school to "life after college", and so on. Initial results are described in the progress report you just received, "Learning to Learn at Work: Students, Alumnae and Other Professionals."

This follow-up study of Alverno alumnae who graduated in 1978 will be even more valuable if we can have some information about your paid and unpaid work experiences, your expectations for employment and/or additional education after college, your plans after graduation, and so on. That way, we will be able to judge how expectations about "life after college" and the actual experiences of our graduates compare.

Thank you for your cooperation. Please be assured that all information you provide on this questionnaire will be held in strictest confidence.

Sincerely,

Marcia Mentkowski

Marcia Mentkowski, Ph.D.
Director of Evaluation

For Computer Use Only	
A ______ 1-4	______________ Code Number
______ 5-6	________ Age
______ 7-14	______________________ Major(s) ______________________ Minor(s)
	Did you earn college credits before you came to Alverno?
______ 15	Check one: _____ Yes _____ No _____ RN
______ 16	If yes, indicate number of credit hours completed even if you did not have them transferred to Alverno. _________

1. Have you had any PAID work experience DURING college?

17 Check one: _____ Yes _____ No

If yes, please start with your most recent position and list each position separately even though one or more may have been in the same organization.

18-21 a. POSITION ____________________ ORGANIZATION ____________________

22-23 FROM __________ TO __________ HOURS/WEEK ____________________

24-27 b. POSITION ____________________ ORGANIZATION ____________________

28-29 FROM __________ TO __________ HOURS/WEEK ____________________

30-33 c. POSITION ____________________ ORGANIZATION ____________________

34-35 FROM __________ TO __________ HOURS/WEEK ____________________

2. Did you have any PAID work experience BEFORE you came to college?

36 Check one: _____ Yes _____ No

If yes, please start with your most recent position and list each position separately even though one or more may have been in the same organization.

37-40 a. POSITION ____________________ ORGANIZATION ____________________

41-42 FROM __________ TO __________ HOURS/WEEKS ____________________

43-46 b. POSITION ____________________ ORGANIZATION ____________________

47-48 FROM __________ TO __________ HOURS/WEEKS ____________________

49-52 c. POSITION ____________________ ORGANIZATION ____________________

53-54 FROM __________ TO __________ HOURS/WEEKS ____________________

3. What were the field experiences, clinical experiences, student teaching and/or OCEL/ONCEL learning experiences you participated in as an Alverno student? Please start with your most recent position.

55-58 a. POSITION ____________________ ORGANIZATION ____________________

59-60 FROM __________ TO __________ HOURS/WEEK ____________________

61-64 b. POSITION ____________________ ORGANIZATION ____________________

65-66 FROM __________ TO __________ HOURS/WEEK ____________________

67-70 c. POSITION ____________________ ORGANIZATION ____________________

71-72 FROM __________ TO __________ HOURS/WEEK ____________________

4. Have you had any other UNPAID work experience DURING college?

B 5 Check one: _____ Yes _____ No

If yes, please start with your most recent position and list each position separately even though one or more may have been in the same organization.

6-9 a. POSITION _____ ORGANIZATION _____

10-11 FROM _____ TO _____ HOURS/WEEK _____

12-15 b. POSITION _____ ORGANIZATION _____

16-17 FROM _____ TO _____ HOURS/WEEK _____

18-21 c. POSITION _____ ORGANIZATION _____

22-23 FROM _____ TO _____ HOURS/WEEK _____

5. Did you have any UNPAID work experience BEFORE you came to college?

24 Check one: _____ Yes _____ No

If yes, please start with your most recent position and list each position separately even though one or more may have been in the same organization.

25-28 a. POSITION _____ ORGANIZATION _____

29-30 FROM _____ TO _____ HOURS/WEEK _____

31-34 b. POSITION _____ ORGANIZATION _____

35-36 FROM _____ TO _____ HOURS/WEEK _____

37-40 c. POSITION _____ ORGANIZATION _____

41-42 FROM _____ TO _____ HOURS/WEEK _____

6. If you are currently employed, what do you expect to do about your current position after you graduate?

a. _____ I plan to keep the job I have now and expect promotion.
43 b. _____ I plan to keep the job I have now and do not expect promotion.
c. _____ I plan to quit my job.

7. Will you be looking for paid employment (different from any job you hold now) either prior to or after graduation?

44 Check one: _____ Yes _____ No

45 If no, what are your plans? _____

_____

_____

8. If yes, in what general occupational area will that job be? (e.g., manage-
46-47 ment, teaching, clerical) ______________________________

9. What do you think the specific title of that job will be? (e.g., Assistant
48-49 Branch Manager, Secretary, Vice-Principal, etc.) ______________________

10. What do you think the yearly salary range will be?

a. _____ Less than $3,000
50 b. _____ $3,000 to $5,999
c. _____ $6,000 to $8,999
d. _____ $9,000 to $11,999
e. _____ $12,000 to $14,999
f. _____ $15,000 to $17,999
g. _____ $18,000 to $20,999
h. _____ $21,000 to $23,999
i. _____ $24,000+
j. _____ Not applicable

11. Which of the following describes your expectations of finding a job after graduation?

a. _____ I am sure I will find a job in my major.
51 b. _____ I am sure I will find a job, and it will be related to my major in some way.
c. _____ I am sure I will find a job, but it will probably be unrelated to my major.
d. _____ I am not sure that I will find a job.
e. _____ It is very unlikely that I will find a job.

12. How would you describe the preparation you have received at Alverno for the job you expect to have after you graduate?

a. _____ Excellent, because ______________________________
52 b. _____ Good, because ______________________________
53 c. _____ Adequate, because ______________________________
d. _____ Inadequate, because ______________________________

13. What do you expect the potential for advancement to higher or better positions will be in the job you expect to have after you graduate?

a. _____ Excellent
54 b. _____ Good
c. _____ Fair
d. _____ Poor

14. How consistent will the work you will be doing after graduation be with your abilities as you see them?

55 a. _____ Very consistent with my abilities

b. _____ Moderately consistent with my abilities

c. _____ Inconsistent with my abilities

15. What do you expect the potential for advancement in your chosen career will be in the job you expect to have after you graduate?

56 a. _____ Excellent

b. _____ Good

c. _____ Fair

d. _____ Poor

16. In general, how satisfied do you think you will be with the job you expect to have after you graduate?

57 a. _____ Very satisfied

b. _____ Satisfied

c. _____ Dissatisfied

d. _____ Very dissatisfied

17. Will you be taking any special type of examination after you graduate to enable you to work in the area of your choice or to be admitted to graduate school? (e.g., state boards, Law School Aptitude Test)

58 Check one: _____ Yes _____ No _____ I already took such a test.

If yes, how well do you think you will perform on this examination the first time you take it? (If you already took a test, please respond in the past tense.)

59 a. _____ I will perform very well, and I am sure I will pass.

b. _____ I may not perform too well, but I will pass.

c. _____ I will probably perform poorly, and I don't think I will pass.

d. _____ I will not perform well at all, and I am sure I will not pass.

18. Will you be continuing your education after you graduate?

60 a. _____ Yes, I will continue my education in the coming academic year.

61-62 b. _____ Yes, I will continue my education in ______________ (Month, Year).

c. _____ Yes, but I am not sure just when.

d. _____ I do not plan to continue my education.

19. Whether you plan to continue your education or not, how would you describe the preparation you have received at Alverno for additional education beyond graduation?

a. _____ Excellent, because __________________________ 63

b. _____ Good, because __________________________

c. _____ Adequate, because __________________________ 64

d. _____ Inadequate, because __________________________

20. If you plan to continue your education, what is the highest degree you ultimately plan to earn?

a. _____ Master's degree (e.g., M.S.N., M.S.W., M.A., M.S.) 65

b. _____ Professional degree (e.g., M.D., LL.B.)

c. _____ Doctoral degree (e.g., Ph.D., Ed.D., J.D.)

d. _____ Other __________________

e. _____ I do not plan to continue my education.

21. When you complete your program at Alverno, will you enroll in another educational institution? Check one: _____ Yes _____ No

If yes, what kind of educational institution will you attend after you complete your program at Alverno? 66

a. _____ A public four-year college 67

b. _____ A university graduate school

c. _____ A vocational/technical school, hospital school of nursing, trade school or business school

d. _____ Other __________________________

What educational institution do you have in mind? __________________ 68-71

What will your intended major or area of study be? __________________ 72-73

In applying for admission to another educational institution, do you think there will be special requirements you will have to satisfy because of the program you completed at Alverno? _____ Yes _____ No 74

If yes, what do you expect these special requirements to be __________

____ 75

____

22. How would you describe your motivational investment while you were attending Alverno?

a. _____ I was highly motivated to achieve educationally. C 5

b. _____ I was somewhat motivated to achieve educationally.

c. _____ I was not motivated to achieve educationally.

23. How would you describe your personal learning effort while attending Alverno?

a. _____ I made a very strong effort to learn. 6

b. _____ I made a moderately strong effort to learn.

c. _____ I made little effort to learn.

24. Thinking back on your experience at Alverno, how would you rate the following on a scale of 1 (poor) to 5 (excellent). Circle the appropriate number.

			Poor				Excellent
7	a.	Faculty excellence	1	2	3	4	5
8	b.	Field experience, including clinical student teaching, and OCEL/ONCEL	1	2	3	4	5
9	c.	Personal contacts with faculty	1	2	3	4	5
10	d.	Personal contacts with professionals in your field	1	2	3	4	5
11	e.	Classroom teaching	1	2	3	4	5
12	f.	Your own attitudes toward Alverno as a college	1	2	3	4	5
13	g.	Career advising	1	2	3	4	5
14	h.	Assessment	1	2	3	4	5

25. How satisfied are you with the choice of major that you made while at Alverno?

a. _____ Very satisfied, because ______________________ 15

b. _____ Satisfied, because ______________________ 16-17

c. _____ Dissatisfied, because ______________________

d. _____ Very dissatisfied, because ______________________

26. What major would you choose today, if you had it all to do over again? __________

____ 18-21

27. How do you think you will fare in getting the job you want as an Alverno graduate, compared with other college graduates?

a. _____ I will have a much better advantage. 22
b. _____ I will have a somewhat better advantage.
c. _____ I will have the same advantage.
d. _____ I will have less of an advantage.

28. If you had it all to do over again, would you go to college?

_____ Yes, because ______________________ 23

_____ No, because ______________________ 24-25

If yes, which college would you attend? ______________________ 26-29

How would you rate Alverno, on a scale of 1 to 10, as an institution of higher education, compared with other schools with which you are familiar?

Poor Excellent
1 2 3 4 5 6 7 8 9 10 30-31

	GOAL IMPORTANCE Check one:			GOAL PREPARATION FROM ALVERNO Check one:				GOAL ACHIEVEMENT Check one:		
	Very Important	Moderately Important	Unimportant	Very Prepared	Somewhat Prepared	Not At All Prepared	Here is a list of goals that many students have when they are in college. Please indicate how important each goal has been to you while attending Alverno by checking the appropriate box in the first three columns (Very Important, Moderately Important, Unimportant). Then, indicate how well Alverno has prepared you to achieve each goal by checking the appropriate box in the second block of columns (Very Prepared, Somewhat Prepared, or Not At All Prepared). Finally, indicate to what extent you feel you have personally achieved each goal by checking the appropriate columns to the right of each item (Achieved, Achieved Somewhat, or Not Achieved).	Achieved	Achieved Somewhat	Not Achieved
33-35							To increase my chances for promotion in my job			
36-38							To be responsive to world issues or pressing social problems			
39-41							To learn how to use my leisure time more effectively			
42-44							To discover my career interests			
45-47							To write, speak and listen more effectively to various audiences			
48-50							To obtain a degree			
51-53							To learn to think and analyze			
54-56							To learn how to effectively choose between alternative courses of action in various situations			
57-59							To improve my leadership skills			
60-62							To be more effective in relationships between myself and the total environment			
63-65							To increase my participation in cultural events			
66-68							To be self-directed in my learning			
69-71							To develop my sensitivity to the feelings and perceptions of others			
72-74							To formulate long-term career plans or goals			
75-77							To complete courses necessary to get into a graduate program elsewhere			
D 6-8							To learn how to participate more effectively as a citizen			
9-11							To improve my chances for a better economic future			
12-14							To assess my strengths and weaknesses			
15-17							To prepare for a particular career by learning specific skills and abilities			
18-20							To increase my knowledge and understanding of an academic field			
21-23							To develop a better appreciation and responsiveness to music, art and literature			
24-26							To become effectively involved in student life and campus activities			
27-29							To develop my abilities to be independent or self-reliant			
30-32							To develop my ability to interact effectively in social situations			
33-35							To develop my skills in Alverno's competences (e.g. social interaction, communications, analysis, problem-solving, etc)			
36-38							To achieve economic independence			
39-41							To develop myself personally			
42-44							To improve my ability to get along well with others			

	GOAL IMPORTANCE Check one:			GOAL PREPARATION FROM ALVERNO Check one:				GOAL ACHIEVEMENT Check one:		
	Very Important	Moderately Important	Unimportant	Very Prepared	Somewhat Prepared	Not At All Prepared	Here is a list of goals that many students have when they are in college. Please indicate how important each goal has been to you while attending Alverno by checking the appropriate box in the first three columns (Very Important, Moderately Important, Unimportant). Then, indicate how well Alverno has prepared you to achieve each goal by checking the appropriate box in the second block of columns (Very Prepared, Somewhat Prepared, or Not At All Prepared). Finally, indicate to what extent you feel you have personally achieved each goal by checking the appropriate columns to the right of each item (Achieved, Achieved Somewhat, or Not Achieved).	Achieved	Achieved Somewhat	Not Achieved
45-47							To develop my spiritual life			
48-50							To gain a better understanding of my own and other's values, and to decide and act based on them			
51-53							To increase my active participation in community issues and activities			
54-56							To meet people or make new friends			
57 59							To increase my awareness and understanding of different philosophies, cultures, and ways of life			
60 62							To learn how to learn			
63 65							To prepare for a more satisfactory family or marital life			
66 68							To increase my self-confidence			
69 71							To learn skills that will enrich my life and make me a more well-rounded person			

E 29. What were your parents' occupations while you were growing up?

Mother ______________________________ 5-8

Father ______________________________

30. What was the highest level of education achieved by each of your parents?

Mother	Father
a. _____ Grade School	a. _____ Grade School
b. _____ Some High School	b. _____ Some High School
c. _____ High School Graduate	c. _____ High School Graduate
d. _____ Vocational or Trade School	d. _____ Vocational or Trade School
e. _____ Some College	e. _____ Some College
f. _____ College Graduate	f. _____ College Graduate
g. _____ Post-graduate Education	g. _____ Post-graduate Education
i. _____ I do not know.	i. _____ I do not know.

9-10

31. If you have children, would you please list their ages? ______________

How many of your children are living at home with you? ____________ 11-12

13-14

32. Are you currently:

a. _____ Single, never married

15 If single, do you plan to be married within the next two years?

Yes _____ No _____ Maybe _____

16 b. _____ Married

If married, what is your husband's current occupation? ________________

17-18 What year were you married? __________

c. _____ Separated or Divorced

19-20 d. _____ Widowed

33. Fifteen years from now, what would you like to be?

a. _____ A housewife with no children ____________________

21 b. _____ A housewife with one or more children ____________________

c. _____ An unmarried career woman ____________________

d. _____ A married career woman without children ____________________

e. _____ A married career woman with children ____________________

f. _____ A married career woman with children no longer at home

g. _____ Other: ______________________________

34. Below are some conditions under which women work. Rate yourself on how you feel about holding a job after marriage, graduation from college, and/or parenting. Circle 1, 2, 3, 4 or 5 according to whether you would prefer to work under each condition.

		Definitely Not Prefer to Work	Probably Not Prefer to Work	Undecided	Probably Would Prefer to Work	Definitely Would Prefer to Work
____ 22	a. No children; husband's salary adequate.	1	2	3	4	5
____ 23	b. One child of preschool age; husband's salary adequate.	1	2	3	4	5
____ 24	c. One child of preschool age; husband's salary not adequate.	1	2	3	4	5
____ 25	d. Two or more children of preschool age; husband's salary not adequate.	1	2	3	4	5
____ 26	e. Two or more children of school age; husband's salary adequate.	1	2	3	4	5
____ 27	f. Two or more children of school age; husband's salary not adequate.	1	2	3	4	5
____ 28	g. Children have grown up and left home; husband's salary adequate.	1	2	3	4	5

29 35. What was your yearly salary or wage the year BEFORE you entered Alverno?

a. _____ Less than $3,000
b. _____ $3,000 to $5,999
c. _____ $6,000 to $8,999
d. _____ $9,000 to $11,999
e. _____ $12,000 to $14,999
f. _____ $15,000 to $17,999
g. _____ $18,000 to $20,999
h. _____ $21,000 to $23,999
i. _____ $24,000+
j. _____ Not applicable

30 36. What is your yearly salary or wage NOW?

a. _____ Less than $3,000
b. _____ $3,000 to $5,999
c. _____ $6,000 to $8,999
d. _____ $9,000 to $11,999
e. _____ $12,000 to $14,999
f. _____ $15,000 to $17,999
g. _____ $18,000 to $20,999
h. _____ $21,000 to $23,999
i. _____ $24,000+
j. _____ Not applicable

31 37. About how much of your college education has been financed by your parent(s) or your spouse?

a._____ All or nearly all
b._____ More than half
c._____ Less than half
d._____ None or very little

32 38. About how much of your college education has been financed by your own earnings?

a._____ All or nearly all
b._____ More than half
c._____ Less than half
d._____ None or very little

39. About how much of your college education has been financed by Alverno Scholarships?

33
a._____ All or nearly all
b._____ More than half
c._____ Less than half
d._____ None or very little

34
If you have received an Alverno Scholarship, check which one(s):
a._____ Alverno Trustees Scholars
b._____ Presidential Honor Awards
c._____ Presidential Merit Award
d._____ Alverno Continuing Education Grant
e._____ Donor Scholarships
f._____ Other: ______________________________

40. About how much of your college education has been financed by State or Federal Grants?

35
a._____ All or nearly all
b._____ More than half
c._____ Less than half
d._____ None or very little

36-37
If you have received a State or Federal Grant, check which one(s):
a._____ Federal Basic Educational Opportunity Grant (BEOG)
b._____ Supplemental Educational Opportunity Grant (SEOG)
c._____ Nursing Scholarship
d._____ Native American Grant
e._____ Vocational Rehabilitation
f._____ Social Security
g._____ Veterans Benefits
h._____ Armed Forces Nursing Grants
i._____ Wisconsin State Tuition Grant
j._____ Other: ______________________________

41. About how much of your college education has been financed by State or Federal Loans?

38
a._____ All or nearly all
b._____ More than half
c._____ Less than half
d._____ None or very little

39
If you have received a State or Federal Loan, check which one(s):
a._____ Guaranteed Loan
b._____ Wisconsin Direct Student Loan
c._____ National Direct Student Loan
d._____ Nursing Student Loan
e._____ Other: ______________________________

42. About how much of your college education has been financed by Local grants and loans?

40
a._____ All or nearly all
b._____ More than half
c._____ Less than half
d._____ None or very little

41
If you have received a Local grant or loan, check which one(s):
a._____ Tuition Reimbursement from your company
b._____ Philip Morris Grant
c._____ Other organizations or corporations in the Milwaukee area: ______________
d._____ Other: ______________________________

ALVERNO COLLEGE ALUMNA
CAREERING QUESTIONNAIRE

Marcia Mentkowski James Bishop

Office of Research & Evaluation
ALVERNO COLLEGE

Funded by a grant from the National Institute of Education:
Careering After College: Establishing the Validity of Abilities
Learned in College for Later Success
(NIE–G–77–0058)

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____

Code Number

____

Age

____

What was (were) your major(s) at Alverno?

____

What was (were) your minor(s) at Alverno?

Did you have any paid work experience while you were going to college?
Check one: _____ Yes _____ No

If yes, please list each position separately even though they may have been in the same organization.

A. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

B. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

C. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

Did you have any paid work experience before you came to college?
Check one: _____ Yes _____ No

If yes, please list each position separately even though they may have been in the same organization.

A. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

B. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

C. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

Did you have any unpaid work experience while you were going to college?
Check one: _____ Yes _____ No

If yes, please list each position separately even though they may have been in the same organization.

A. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

B. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

C. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

Did you have any unpaid work experience before you came to college?
Check one: _____ Yes _____ No

If yes, please list each position separately even though they may have been in the same organization.

A. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

B. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

C. POSITION ______________________ ORGANIZATION ________________
FROM ____________ TO ____________ HOURS/WEEK ________________

Have you had any paid work experience since graduating from college?
Check one: _____ Yes _____ No

(Please begin with the job you were holding while attending college, if any, and work forward to your present or most recent position, even though the positions may have been in the same organization).

A. POSITION ____________________ ORGANIZATION ____________________

FROM __________ TO __________ HOURS/WEEK ____________________

B. POSITION ____________________ ORGANIZATION ____________________

FROM __________ TO __________ HOURS/WEEK ____________________

C. POSITION ____________________ ORGANIZATION ____________________

FROM __________ TO __________ HOURS/WEEK ____________________

Have you had any unpaid work experience since graduating from college?
Check one: _____ Yes _____ No

(Please begin with the position you were holding while attending college, if any, and work forward to your present or most recent position, even though the positions may have been in the same organization).

A. POSITION ____________________ ORGANIZATION ____________________

FROM __________ TO __________ HOURS/WEEK ____________________

B. POSITION ____________________ ORGANIZATION ____________________

FROM __________ TO __________ HOURS/WEEK ____________________

C. POSITION ____________________ ORGANIZATION ____________________

FROM __________ TO __________ HOURS/WEEK ____________________

What were the field experiences, clinical experiences, student teaching, and/or OCEL/ONCEL learning experiences you participated in as an Alverno student:

A. POSITION ____________________ ORGANIZATION ____________________

FROM __________ TO __________ HOURS/WEEK ____________________

B. POSITION ____________________ ORGANIZATION ____________________

FROM __________ TO __________ HOURS/WEEK ____________________

C. POSITION ____________________ ORGANIZATION ____________________

FROM __________ TO __________ HOURS/WEEK ____________________

If you were employed while attending college, what was your annual salary or wage the year you graduated?

_____ Less than $3,000 per year
_____ $3,000 to $5,999 per year
_____ $6,000 to $8,999 per year
_____ $9,000 to $11,999 per year
_____ $12,000 to $14,999 per year
_____ $15,000 to $17,999 per year
_____ $18,000 to $20,999 per year
_____ $21,000 to $23,999 per year
_____ $24,000 or more per year
_____ Not applicable

Did you seek paid employment after graduating from college?
Check one: _____ Yes _____ No

If yes, did you seek employment in a position related to your major in college?
Check one: _____ Yes _____ No

In what general occupational area did you seek employment? (e.g., teaching, management, clerical, etc.) ______________________________
____

Were you successful in finding a position after graduation?
Check one: _____ Yes _____ No

If you were successful in finding a position, in what general occupational area was this? (e.g., teaching, management, clerical, etc.) __________
____

What was your annual salary in the first position you held after graduation?

_____ Less than $3,000 per year
_____ $3,000 to $5,999 per year
_____ $6,000 to $8,999 per year
_____ $9,000 to $11,999 per year
_____ $12,000 to $14,999 per year
_____ $15,000 to $17,999 per year
_____ $18,000 to $20,999 per year
_____ $21,000 to $23,999 per year
_____ $24,000 or more per year
_____ Not applicable

What percent increase in salary have you had since you took your first position after graduation? (please estimate percent if necessary) ______________ percent.

How related was your first position to your college major?

_____ Directly related
_____ Somewhat related
_____ Not related

How well do you think Alverno prepared you for the first position you held after graduation? The preparation was:

_____ Excellent, because ____________________________

_____ Good, because ____________________________

_____ Adequate, because ____________________________

_____ Inadequate, because ____________________________

To what extent do you think that the first position you held after graduation offered the potential for advancement to better or higher positions? The potential for advancement was (is):

_____ Excellent
_____ Good
_____ Fair
_____ Poor

To what extent was (is) the work in the first position you held after graduation consistent with your abilities as you see them? The work was (is):

_____ Very consistent with my abilities
_____ Moderately consistent with my abilities
_____ Inconsistent with my abilities

To what extent did (does) the first position you held after graduation offer potential for further advancement in your chosen career? The potential for advancement was (is):

_____ Excellent
_____ Good
_____ Fair
_____ Poor

In general, how satisfied are you with the first position you held after graduation?

_____ Very satisfied
_____ Satisfied
_____ Dissatisfied
_____ Very dissatisfied

If you did not seek paid employment after graduating from college, what were your reasons for not doing so? ____________________________

____

____

Did you take any type of special examination after you graduated to enable you to work in the area of your choice or to be admitted to graduate school? (e.g., state boards, Law School Aptitude Test, Graduate Record Exam, etc.)
Check one: _____ Yes _____ No

How well did you perform on this exam the first time you took it?
_____ I performed very well, and passed
_____ I did not perform too well, but passed
_____ I did not perform well, and did not pass

Did you continue your education after graduation from Alverno?
Check one: _____ Yes _____ No

If yes, what is the highest degree you ultimately plan to earn?
_____ Master's degree (e.g., M.S.N., M.S.W., M.A., M.S.)
_____ Professional degree (e.g., M.D., LL.B.)
_____ Doctoral degree (e.g., Ph.D., Ed.D., J.D.)
_____ Other ______________________________
_____ Do not plan to seek a higher degree, but will continue my education

If you did continue your education after graduation from college, how well do you think Alverno prepared you for additional education? Which word best describes this preparation?

_____ Excellent, because ______________________________

_____ Good, because ______________________________

_____ Adequate, because ______________________________

_____ Inadequate, because ______________________________

If you did continue your education after graduation, in what kind of educational institution did you enroll?
_____ A public four-year college
_____ A university graduate school
_____ A vocational/technical school, hospital school of nursing, trade school or business school
_____ Other ______________________________

What institution was this? ______________________________

What was your major area of study? ______________________________

In what year did you enroll in this instiution? ______________________________

In what year do you expect to complete your additional education? _________

Were there special requirements that you had to fulfill because of the program you completed at Alverno?
Check one: _____ Yes _____ No
If yes, what were those special requirements? ______________________________
____
____

If you did not continue your education after graduating from Alverno, do you plan to continue your education at any time in the future?

_____ Yes, I will continue my education in ______________________________(Month, Year)
_____ Yes, but I am not sure just when
_____ No

How would you describe your motivational investment while you were attending Alverno? Were you:
_____ Highly motivated to achieve educationally
_____ Somewhat motivated to achieve educationally
_____ Not motivated to achieve educationally

How would you describe your personal learning effort while attending Alverno? Would you say that you:
_____ Made a very strong effort to learn
_____ Made a moderately strong effort to learn
_____ Made little effort to learn

Thinking back on your experience at Alverno, how would you rate the following on a scale of 1 to 5, where 1 is poor and 5 is excellent? (Please rate each item either 1, 2, 3, 4 or 5.)

_____ Faculty excellence
_____ Field experiences, including clinical, student teaching or OCEL/ONCEL
_____ Personal contacts with faculty
_____ Personal contacts with professionals in your field
_____ Classroom teaching, in general
_____ Your own attitudes towards Alverno as a college
_____ Career advising
_____ Assessment, in general

How satisfied are you with the choices of majors that you made while at Alverno? Check one:

_____ Very satisfied, because ____________________

_____ Satisfied, because ____________________

_____ Dissatisfied, because ____________________

_____ Very dissatisfied, because ____________________

What major would you choose today, if you had it to do all over again? ________
____

If you had it to do all over again, would you go to college?

_____ Yes, because ____________________

_____ No, because ____________________

If yes, which college would you attend? ____________________

If you would not now choose Alverno and the college you would like to have attended were rated 10, how would you rate Alverno, on a scale of 1 to 10? Circle one:

1 2 3 4 5 6 7 8 9 10

Do you think you had (or will have) an advantage or disadvantage in getting the job you want because you are an Alverno graduate, compared with the average college graduate?

_____ I had (or will have) a much better advantage
_____ I had (or will have) a somewhat better advantage
_____ I had (or will have) less of an advantage
_____ I had (or will have) much less of an advantage

Here is a list of goals that many people have when they are in college as well as later in their lives. Please indicate how important each goal was to you when you attended Alverno by checking the appropriate box in the first three columns (Very Important, Moderately Important, Unimportant). Second, indicate how important each goal is to you now by checking the appropriate box in the second set of columns. Third, indicate how well Alverno has prepared you to achieve each goal by checking the appropriate box in the third set of columns (Very Well, Some, Not at All). Finally, indicate to what extent you feel you have personally achieved each goal by checking the appropriate columns to the right of each item (Achieved, Somewhat Achieved, or Not Achieved).

GOAL IMPORTANCE WHILE AT ALVERNO Check one:			GOAL IMPORTANCE NOW Check one:			GOAL PREPARATION FROM ALVERNO Check one:				GOAL ACHIEVEMENT Check one:		
VERY IMPORTANT	MODERATELY IMPORTANT	UNIMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	UNIMPORTANT	VERY MUCH	SOME	NOT AT ALL		ACHIEVED	SOMEWHAT ACHIEVED	NOT ACHIEVED
									To increase my chances for promotion in my job			
									To be responsive to world issues or pressing social problems			
									To learn how to use my leisure time more effectively			
									To discover my career interests			
									To write, speak and listen more effectively to various audiences			
									To obtain a degree			
									To think and analyze effectively			
									To choose effectively between alternative courses of action in various situations			
									To improve my leadership skills			
									To be more effective in relationships between myself and the total environment			
									To increase my participation in cultural events			
									To be self-directed in my learning			

GOAL IMPORTANCE WHILE AT ALVERNO Check one:			GOAL IMPORTANCE NOW Check one:			GOAL PREPARATION FROM ALVERNO Check one:			Here is a list of goals that many people have when they are in college as well as later in their lives. Please indicate how important each goal was to you when you attended Alverno by checking the appropriate box in the first three columns (Very Important, Moderately Important, Unimportant). Second, indicate how important each goal is to you now by checking the appropriate box in the second set of columns. Third, indicate how well Alverno has prepared you to achieve each goal by checking the appropriate box in the third set of columns (Very Well, Some, Not at All). Finally, indicate to what extent you feel you have personally achieved each goal by checking the appropriate columns to the right of each item (Achieved, Somewhat Achieved, or Not Achieved).	GOAL ACHIEVEMENT Check one:		
VERY IMPORTANT	MODERATELY IMPORTANT	UNIMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	UNIMPORTANT	VERY MUCH	SOME	NOT AT ALL		ACHIEVED	SOMEWHAT ACHIEVED	NOT ACHIEVED
									To develop my sensitivity to the feelings and perceptions of others			
									To formulate long-term career plans or goals			
									To complete courses necessary to get into a graduate program elsewhere			
									To participate more effectively as a citizen			
									To improve my chances for a better economic future			
									To assess my strengths and weaknesses			
									To prepare for a particular career by learning specific skills and abilities			
									To increase my knowledge and understanding of an academic field			
									To develop a better appreciation and responsiveness to music, art and literature			
									To become actively involved in a satisfying social life			
									To develop my abilities to be independent or self-reliant			
									To develop my ability to interact effectively in social situations			

GOAL IMPORTANCE WHILE AT ALVERNO Check one:			GOAL IMPORTANCE NOW Check one:			GOAL PREPARATION FROM ALVERNO Check one:			Here is a list of goals that many people have when they are in college as well as later in their lives. Please indicate how important each goal was to you when you attended Alverno by checking the appropriate box in the first three columns (Very Important, Moderately Important, Unimportant). Second, indicate how important each goal is to you now by checking the appropriate box in the second set of columns. Third, indicate how well Alverno has prepared you to achieve each goal by checking the appropriate box in the third set of columns (Very Well, Some, Not at All). Finally, indicate to what extent you feel you have personally achieved each goal by checking the appropriate columns to the right of each item (Achieved, Somewhat Achieved, or Not Achieved).	GOAL ACHIEVEMENT Check one:		
VERY IMPORTANT	MODERATELY IMPORTANT	UNIMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	UNIMPORTANT	VERY MUCH	SOME	NOT AT ALL		ACHIEVED	SOMEWHAT ACHIEVED	NOT ACHIEVED
									To develop my skills in Alverno's competences (e.g. social interaction, communications, analysis, problem-solving, valuing, etc.)			
									To achieve economic independence			
									To develop myself personally			
									To improve my ability to get along well with others			
									To develop my spiritual life			
									To gain a better understanding of my own and others' values, and to decide and act on them			
									To increase my active participation in community issues and activities			
									To meet people and make new friends			
									To increase my awareness and understanding of different philosophies, cultures, and ways of life			

GOAL IMPORTANCE WHILE AT ALVERNO Check one:			GOAL IMPORTANCE NOW Check one:			GOAL PREPARATION FROM ALVERNO Check one:			Here is a list of goals that many people have when they are in college as well as later in their lives. Please indicate how important each goal was to you when you attended Alverno by checking the appropriate box in the first three columns (Very Important, Moderately Important, Unimportant). Second, indicate how important each goal is to you now by checking the appropriate box in the second set of columns. Third, indicate how well Alverno has prepared you to achieve each goal by checking the appropriate box in the third set of columns (Very Well, Some, Not at All). Finally, indicate to what extent you feel you have personally achieved each goal by checking the appropriate columns to the right of each item (Achieved, Somewhat Achieved, or Not Achieved).	GOAL ACHIEVEMENT Check one:		
VERY IMPORTANT	MODERATELY IMPORTANT	UNIMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	UNIMPORTANT	VERY MUCH	SOME	NOT AT ALL		ACHIEVED	SOMEWHAT ACHIEVED	NOT ACHIEVED
									To learn how to learn			
									To prepare for a more satisfactory family or marital life			
									To increase my self-confidence			
									To enrich my life and make me a more well-rounded person			

Do you belong to any clubs or associations directly related to the work you do, or to a paid position that you hold? (e.g., professional associations)
Check one: _____ Yes _____ No
If yes, what are these? (Optional)

Do you belong to any civic clubs or organizations in which you are an active member? (e.g., Junior League, UPAF) Check one: _____ Yes _____ No
If yes, what are these? (Optional)

Now, may I ask you for some background information?

What were your parent's occupations when you were growing up?

Mother_____________________ Father_____________________

If you have children, please list their ages: _____________________

How many of your children are living at home with you? _______________

Are you currently:

_____ single, never married

_____ married

_____ divorced or separated

_____ widowed

If you are married, what is your husband's current occupation: _______________

What year were you married?_____

Alverno College

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